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ABSTRACT

Developed as a means of encouraging the integration of K-6 library skills into the courses of study recommended and customarily followed in the elementary schools of New York State, this curriculum guide is divided into three main sections: (1) Suggested Strategies and Local Initiatives presents the basic philosophy of an integrated library media skills program and proposes alternatives for local school adaptations; (2) State Models provides examples of how library media skills can be taught in conjunction with several common content area units; and (3) Academic Framework is a taxonomy of the library media skills which need to be developed. Appendices include a library media related vocabulary which students should recognize and understand orally and in written form at the appropriate level; a list of the schools which participated in the field testing of the curriculum guide; and a bibliography of references consulted in the preparation of the guide. (Author/LLS)

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THE ELEMENTARY
LIBRARY MEDIA SKILLS CURRICULUM

Grades K-6

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of School Libraries
Albany, New York 12234
September, 1980

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FOREWORD

In 1977, the State Education Department developed and distributed "The Elementary School Curriculum: An Overview." This publication described the courses of study recommended and customarily followed in the elementary schools of New York State. "The Elementary Library Media Skills Curriculum" has been developed as a means of encouraging the infusing of K-6 library skills into the curriculum established by the "Overview." It provides a means of facilitating local curriculum study, local innovation, and local program assessment.

A survey of library curriculum guides developed statewide and nationally reveals an increased emphasis on initiating instruction in library media skills as early as the primary grades. Further, several publications in academic disciplines, especially those subject areas that emphasize individualization, inquiry and investigation, and independent study, give strong support to the sequential development of skills commonly considered to be library media skills. This publication expresses the belief that there is a repertoire of skills which must be learned and applied for any student to use a library media center efficiently and that these skills are best taught as a team effort by both classroom teacher and librarian--relating them in a meaningful way to content area assignments.

There are three main sections to this publication. Suggested Strategies and Local Initiatives presents the basic philosophy of an integrated library media skills program and proposes alternatives for local school adaptations, State Models provides examples of how library media skills can be taught in conjunction with several common content area units, Academic Framework is a taxonomy of the library media skills which need to be developed.

This curriculum guide was developed through the collaborative efforts of a team of writers representing a cross-section of library media specialists, as well as a number of individuals from within the State Education Department who reviewed the manuscript and made suggestions for its revision.

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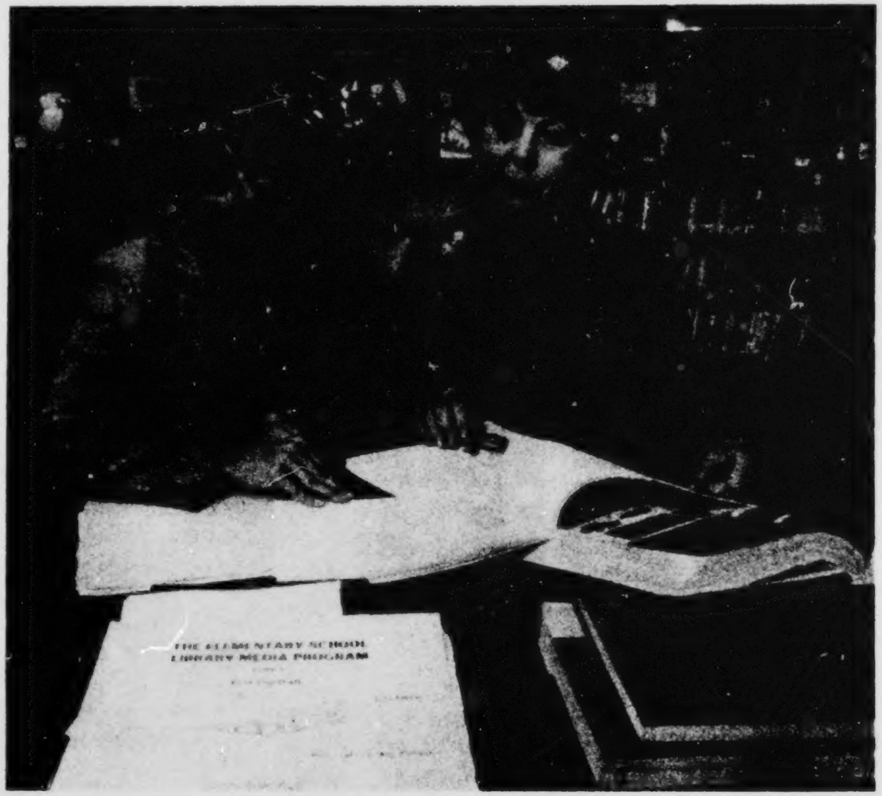
Introduction

The publication of this curriculum guide as an aid in planning the elementary library media skills curriculum comes at a time of emphasis on basic competencies and life-long learning. New York State has world-renowned library holdings. However, the wealth of all these collections is optimally available only to those who possess the skills to locate and use library resources.

This realization is coupled with an awareness that sources of information are increasing in varying formats and in availability faster than ever before. Today's best prepared student is one who has developed skills of inquiry and cultural appreciation as well as basic communication and computation skills. This curriculum guide adds an important dimension to these areas: to assure that students attending the schools of New York State develop the skills for locating and using appropriate media for learning and for personal pursuits throughout life.

The Regulations of the Commissioner of Education state that "A school library shall be established and maintained in each school. The library in each elementary and secondary school shall meet the needs of the pupils, and shall provide an adequate complement to the instructional program in the various areas of the curriculum." This guide offers a framework and a process that will enable local districts to devise a library program that is pedagogically sound, yet unique for local needs in the various areas of the curriculum. Administrators, library media specialists and classroom teachers form a vital partnership in assuring the development and implementation of a local library media curriculum in the elementary schools of the State.

In the model units, one can see the interaction among teachers and library media specialists and other special area teachers in planning for instruction that develops concepts in academic areas and builds allied skills in the location and use of media. Basic elements in this planning process are found in effective school library media programs.



The publication has been field-tested in more than one hundred schools across the State. This revision incorporates many of the suggestions made by the field-test participants. Their insights have contributed greatly to this publication.

WHAT IS A LIBRARY MEDIA SKILLS CURRICULUM?

A library media skills curriculum is not simply a course of study to be covered at one specific time in a K-12 curriculum, but, rather, it represents a set of clearly defined locational, inquiry-investigation, reporting, literature appreciation, and reading guidance skills. These skills are continuously expanded and refined during and beyond one's formal education. While somewhat self-contained library curricula taught by the library media specialist, school librarian, or teacher of library exist (with library skills taught as content or subject matter to be learned in isolation), there is evidence that a more effective approach is one in which library media curricula strands are articulated with many other elements of the school curriculum. Marguerite Murray writes:

> Today when we ask ourselves, "What is the library program in the elementary school?" we should be able to answer, "It is the instructional program of a given child in a given classroom, in a given school, at any given moment." It is one and the same as the total instructional program.(1)

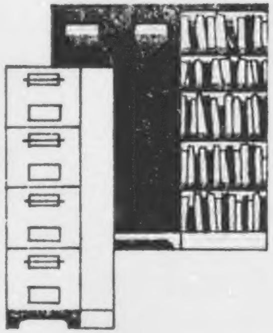
At the elementary school level, library media skills are not considered a discipline. There is little justification for the library media specialists to present information on the card catalog or the index of the encyclopedia as facts useful per se. Because the students acquire skills based on felt needs, the approach in this publication is toward instruction in library media skills that will make interdisciplinary linkages or connections between subject areas in a meaningful way. Library media skills are regarded as tools which the student must learn to use as a means of appropriating the various resources of the library media center, and as a means of learning independently throughout life.

WHAT ARE SOME PLANNING STRATEGIES FOR TEACHING THE SKILLS?

Over the years library media specialists and classroom teachers have developed many strategies for teaching library media skills. These appear in the professional literature and include formal instruction at given grade levels, units in reading and language arts programs, programs of literature appreciation and reading guidance, learning centers, individualized learning activity packages, learning stations, and integrated units. For this publication, since the most common method of long-range, in-depth planning is that of the instructional unit, six sample units have been developed, field-tested in schools across the State, and revised for inclusion here in Part 2.

WHAT ARE THE SCOPE AND SEQUENCE OF SKILLS?

The academic framework or taxonomy of skills (Part 3) provides not only the direction of this publication, but also the direction of secondary library media curriculum planning guides to be developed in the future. Therefore, recognizing the variety of local school district organizations in this state (K-8 schools, middle schools, intermediate schools) some library media specialists will be adapting two state publications in the same area to their needs; this and the secondary ones which will follow. This K-6 publication provides an academic framework that is structurally sound, that can be fleshed out or contracted to maintain coherence, and that is organized for consistent ease of use.



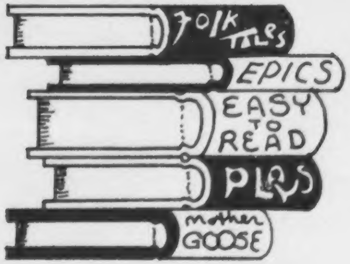
In the first section of the academic framework, typical discrete library media skills of location and use are grouped under such headings as library citizenship, library organization, classification, card catalog, and use of resources. The emphasis on the students' participating in and assuming responsibility for the library media center program and environment is an essential part of the increasing independence this section seeks to develop.

how
why
ORDS

The second part of the academic framework highlights the skills needed to make various types of inquiry or investigation, regardless of academic area or personal interest. These types of investigation have been grouped as:

Skills of inquiry and investigation
Use of the key word in investigation
Basic concepts development
Vocabulary development
Analytical inquiry
Biographical inquiry
Chronological inquiry
General background (overview) inquiry
Geographical inquiry
Inquiry in current events
Inquiry in mathematics
Inquiry in music and performing arts
Inquiry in science
Inquiry in the visual arts
Reporting

The inquiry skills are largely sequential in nature, and it is just as erroneous to assume that these skills belong only in the intermediate grade program as it is to assume that the teaching of reading is only a primary grade concern. Many of the initial skills are sequenced for the primary grades. When a child becomes familiar with the alphabet, it is suggested that he/she be taught to alphabetize and to use a primary dictionary. Picture study is closely related to map study, and the ability to read simple maps should be introduced in primary grades. Most libraries have some organizational scheme for "easy" books, and this should lead to increased library location/classification skills at later levels. (2)



The literary understanding and appreciation section is organized by genres from both the fiction and nonfiction collection. While these skills are mostly within the province of the reading/language arts disciplines, they have been grouped here so that they can be referred to and reinforced to provide connections between research and creativity, between creative expression in literature and other forms of creative expression and between literature and reading/listening/viewing/guidance.

The last section of the academic framework is devoted to reading guidance, including viewing and listening guidance. While bibliotherapy is not included, the goals of individualization and interaction are emphasized. The section is designed to include personal interests and social growth.

In each segment of the academic framework, suggested reading levels appropriate for introducing and reinforcing the skills are given. These should be considered as suggested guides only. One of the values of this sequential plan of instruction is the planned review and reinforcement which will vary in detail with the needs and maturity of the students. A glossary of terms is appended as an aid to the instruction in the use of a precise vocabulary.

WHY A PRINTED LIBRARY MEDIA SKILLS CURRICULUM?

Most school library media specialists recognize and are comfortable with the broad goals and strategies of library media skills instruction. Yet, to provide clarification of the library skills for administrators, parents, teachers, and other professional personnel in education, a written curriculum is necessary in order to:

- Systemize instructional objectives and techniques
- Integrate media skills objectives into classroom instructional units
- Communicate the potential interdisciplinary linkages in library-centered teaching
- Encourage the involvement of subject supervisors, administrators, and teachers
- Facilitate inter-school exchange of successful teaching materials, ideas, and approaches
- Illustrate the teaching role of the school library media specialist
- Insure on-going supervisory support in the implementation process.(3)

IS THERE ROOM FOR LOCAL INITIATIVE AND CREATIVITY?

This document may provide the foundation for a curriculum developed at the local level by locally determined additions, deletions, amplifications, or revisions. It may also simply be the impetus for a library media skills curriculum project designed to produce a totally original guide. In either case, the most promising practices for the development or adoption of a local library media skills curriculum require adherence to certain guidelines.

The development of a local curriculum is an on-going process. Planned revisions are built into the procedure as changes occur in instructional content, methodology, resources, and the interests of individual students and teachers.

The process of curriculum development is a collaborative one. Developing a library skills curriculum in the context of educational practices in the elementary schools of New York State requires consideration of discrete library media skills and the linking of these skills to other subjects taught in the school. Infusing library media skills with the academic areas requires that library media specialists and classroom teachers become partners in developing a viable curriculum design and assuming its implementation. The library media curriculum cannot develop independent of the general education curriculum of the school. The content and the methodology of the library media skills program is best chosen on the basis of how well it relates to what is happening in other areas.

Preferably, a district advisory committee should be formed consisting of classroom teachers at the primary and intermediate levels, the administrator in charge of curriculum, a building principal, the library media supervisor, the language arts and reading coordinators, library media specialists and specialists in art, music, and guidance. Discussions with subject supervisors and administrators will, where possible, link the prospective media skills program to other priority programs within the system; e.g., efforts to systematize and improve instruction in all subjects, efforts to improve student performance in basic skills (reading, mathematics, and writing) and so forth. Planning should stress the support that the library media program can provide to classroom teaching, the cooperation between teacher and library media specialist that is necessary for the success of the program, and the importance of media skills objectives for student performance in all subjects.

An appropriate first step at the local district level is to review existing local curricula that guide instruction in the academic areas and in library media skills. The purpose of this is to determine if there are any connections, apparent or implied, between library media skills and other content area skills. If no local guides are available, the same procedures should be followed using State Education Department curriculum publications.

Prepare a broad, general list of the library related skills found in these documents. This list will serve as a reference point from which skills may be drawn or deleted and refined and sequenced.

Examine the results of group standardized tests administered regularly in the district and add to the list of skills those study skills in which a majority of students manifest deficiencies. The committee may wish to discuss these with the person responsible for testing in the district.

The committee should meet with teachers by grade levels, teaching teams, or with whatever groups are responsible for planning instruction. It should be determined what these teams see as their pupils' needs for study skills, what instruction is planned to meet these needs, and the role they would like to see the library media specialist assume in this effort. The emphasis should not be on needs as identified by the testing program, nor on the library media specialists' concepts of what library skills instruction is; but rather on the study skills which pupils need in order to learn in the classroom or in the library media center to meet objectives of classroom teaching.(4)

In addition, information regarding the following needs to be obtained:

1. What basal texts or instructional resources are currently utilized?

2. What instructional approaches are generally followed?

3. What units of instruction are considered by teachers to be exemplary in one or more of the following aspects:

    - Variety of instructional tasks for students other than written reports
    - Individualization of instruction
    - Highly developed specific approaches for special student populations; e.g.,
        gifted
        slow learners
        bilingual
        culturally isolated
    - Use of multi-media and/or community resources to meet instructional objectives in a content area
    - Wide use of one or two basic reference tools (note basic references cited in Academic Framework)
    - Use of nonprint media as motivation for inquiry/investigation
    - Use of a mode of inquiry unique to a given discipline; e.g.,
        historical
        analytical
        scientific
        fieldwork
    - Consideration of personal needs, interests, and experiences of learners in a program of reading guidance
    - Integration of children's literature into other disciplines
    - Interdisciplinary approaches to instruction.

A useful procedure is to distribute copies of a resource unit displaying one or more of these criteria prior to the meeting and ask teachers to be prepared to critique it. It is important to gain an understanding of methodology as well as content. By examining the content area at a given level and the suggested library media skill competence level, the library media specialist can identify units which lend themselves to skill development. The data from these meetings with the teachers should be studied by the committee.

A decision needs to be made with regard to which library media specialists will work with which classroom teachers in local buildings to develop resource units for major, recurring curriculum strands.

Lee and Lee state that a desirable unit:

> . . . is based on purposes which are real to the children, contributes to the total development of the child; deals with material within the comprehension of the child; provides continuity in the development of the child; deals with some phase or problem of living sufficiently significant to merit careful study; and provides for a variety of activities or experiences for the class and for individual children. The data gathered and the activities, including construction, should be as authentic as possible; the unit is cooperatively controlled by the group of learners and the teachers, with participation by pupils in all aspects.(5)

In developing a unit plan from a resource unit, experienced elementary teachers generally begin with long-range objectives which require from four to six weeks to accomplish. These in turn are broken down into more immediate goals which are usually planned for on a weekly basis. Finally, daily teaching strategies and resources are identified according to large group, small group, or individual needs.

Planning for instruction reflects decisions made on crucial questions: What is to be taught? In what sequence is it to be taught? When, where, to whom, and by whom is it to be taught?

How can it best be taught? The library media specialist has the responsibility to make a contribution to, and be informed about, the decisions made in regard to each of these questions. With this knowledge, the library media specialist will be ready to select materials and design a pattern for the purposeful, sequential, interrelated, productive use of resources by teachers and students.

Teaching units with their outline of objectives, activities, and resources may be interdisciplinary, crossing subject areas, or structured within specific disciplines.

HOW LONG WILL IT TAKE TO DEVELOP A LOCAL LIBRARY MEDIA SKILLS CURRICULUM?

A realistic goal for one year may be one unit prepared by each library media specialist in the district on the primary or intermediate level in a different subject area. These resource units will demonstrate the full-scale development of specific library media skills through specific instructional units. The implementation might progress in the following manner:

1. Chart the year's instructional plan for a given grade.
2. Identify pilot teachers to work with the library media specialist to plan performance objectives and media skills activities for a classroom unit. A sequence of classroom instruction objectives chosen by the teacher and a sequence of library media skills objectives chosen by the media specialist to support the content area are described. The library media skills activities derive their subject matter from the unit chosen and the classroom teaching activities are linked to media skills instruction.

3. Determine the time and space needed to develop the unit.
4. Test the unit with at least one class. An evaluation of the pilot program activities will indicate the constraints of time and other resources inherent in this teacher/media specialist relationship.
5. Provide an evaluative report to the faculty of each school and to the committee.
6. Determine next steps for further development.
7. Disseminate the units to all library media specialists in the district, the committee, and to appropriate classroom teachers.
8. Add to the resource file, the activity sheets, resource unit bibliographies, learning activity packages, student contracts, and other materials which have been developed.
9. Analyze units in districtwide grade level and/or subject area meetings.
10. Add refined units to local curriculum guides for both library media skills and the various subjects.

WHAT ARE THE BASIC ELEMENTS THAT WILL MAKE THE CURRICULUM OPERABLE?

STAFF VARIABLES. The effectiveness of a media skills program and the expediency with which it may be implemented is heavily dependent on the availability of both system and school building staff.

		Yes	No, but
1.	Is there a full-time library media specialist assigned to each school?	___	___ ___ ___ ___
2.	Does that media specialist have clerical or paraprofessional assistance?	___	___ ___ ___ ___
3.	Is there a district library media supervisor to assume some of the responsibilities of program development?	___	___ ___ ___ ___

ORGANIZATIONAL AND PROCEDURAL VARIABLES. Variables of organization and procedure in any school system profoundly affect the implementation of any new program.

		Yes	No, but
1.	Must new school curricula be subjected to a formal approval or adoption procedure?	___	___ ___ ___ ___
2.	Once formally adopted, is there a structure for implementation of new programs?	___	___ ___ ___ ___
3.	Is in-service training available?	___	___ ___ ___ ___

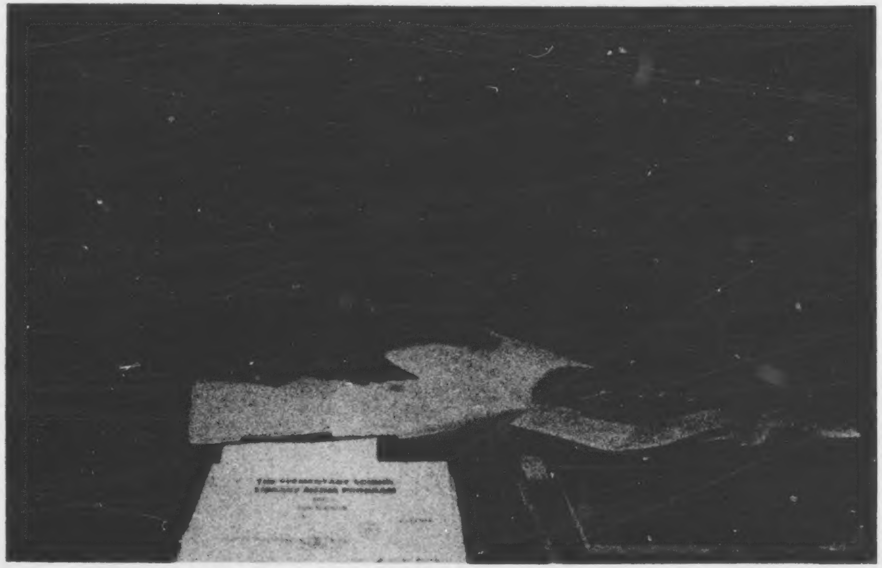
		Yes	No, but
4.	Do media supervisors meet regularly with subject supervisors and administrative staff to discuss new programs?		
5.	Are teachers required to follow written curricula? If so, can media skills objectives be incorporated into existing curriculum?		
6.	Is time available for meeting to plan implementation?		
7.	Is cooperative planning by teachers and library media specialists encouraged, including time for teacher-library media specialist planning?		
8.	Is there continuous evaluation of the program to determine if the library instruction program is sufficiently related to the needs, interests, and abilities of children?		
9.	Is a wide variety of print and nonprint materials available?		
10.	Is there enough equipment?		
11.	Do existing library facilities provide sufficient space for small groups and individuals?		
12.	Is there flexibility in scheduling to allow easy accessibility to resources and services?		

MEDIA SERVICES VARIABLES. A media skills program is only one of the many services of the school media center. The evaluation and acquisition of library resources, media production services, reference services, bibliographic services, circulation control, and other important services are closedly related to a systematic program of library media skills instruction. These services must be maintained while planning the library media curriculum.(6)

IS ANY HELP AVAILABLE OUTSIDE THE DISTRICT?

The New York State Education Department through the Bureau of School Libraries offers consultant services to school districts upon request. Such services include participation in in-service workshops, response to questions on curriculum development and implementation and on-site visits. Requests may be made by writing to the Bureau of School Libraries, State Education Department, Room 676 EBA, Albany, New York 12234 or by telephoning (518) 474-2468.

Continuing professional development is a goal of the allied professional organizations throughout the State. Library media specialists will profit from active affiliation with such groups as the School Library Media Section of the New York Library Association, the New York State Educational Communications Association, the New York State English Council, the New York State Reading Association, New York State Council for Social Studies, and the New York State Association for Supervision and Curriculum Development. Participation in the local affiliate groups of these organizations and their national counterparts is highly beneficial.



REFERENCE NOTES

(1). Marquerite Murray, "Luau's in the Library or, The Curriculum That Wasn't," *School Library Journal*, April 15, 1967, p. 46. Reprinted with permission from *School Library Journal* (April 15, 1967) R.R. Bowker Company, A Xerox Corporation.

(2). J. Harlan Shores and James E. Snoddy, "Organizing and Teaching the Research Study Skills in the Elementary School", *Elementary English*. October, 1971, p. 650. Copyright (c) 1971 by the National Council of Teachers of English. Reprinted with permission.

(3). H. Thomas Walker and Paula Kay Montgomery, *Teaching Media Skills, an Instructional Program for Elementary and Middle School Students*, (Littleton, Colorado: Libraries Unlimited, 1977) p. 70. Copyright 1977 by H. Thomas Walker and Paula Kay Montgomery. Reprinted from *Teaching Media Skills and Instructional Program for Elementary and Middle School Students*, by permission of *Libraries Unlimited*, Inc.

(4). *Ibid*, p. 70-71.

(5). J. Murray Lee and Dorris M. Lee, *The Child and His Curriculum* (2nd edition). New York: Appleton-Century-Crofts, Educational Division, Meredith Corp., 1950), p. 222-3. Copyright 1950. Reprinted by permission of Irvington Publishers, Inc.

(6). *op cit*. Walker.

PART 2

State Models

" . . . The purpose of creating model units is not only to have a unit but also to develop a model for thinking about curriculum planning . . .Planning such units brings into play all considerations and principles important in curriculum development, the decisions made in planning pilot units and the ways of making them should provide important insights into curriculum development in general. The preparation of resource units is one of the most effective procedures known to serve the purpose of both curriculum planning and in-service education of teachers," write Saylor and Alexander. They then cite Taba as saying, "cooperative unit development should be basic, perhaps the basic step in curriculum development."(1)

Since the most common method of instructional organization is the unit, six sample resource units, called State models, identified as major recurring elementary curriculum strands are provided in this publication. Each of these units offers opportunities for students to grow in mastery of the skills within content areas, as well as to develop increasing interest and independence in the use of library media skills. In several of the units, activities and materials are suggested in a sequential, linear pattern. Other units are developed in a web-like structure so that teachers and library media specialists may select activities and sequence them according to the needs and interests of a specific group of students. These web-like units have examples of activity clusters to link other disciplines to the major academic areas. In this way, the document exemplifies the planning that forms the basis of a successful linkage of library media skills, subject area content, and personal growth. The looseleaf format facilitates the insertion of many locally developed strategies for teaching the skills. The State models (units) are in the following subject areas:

Grade K-1	Beginning numeration and recognition of basic geometric shapes
Grade 2	Using specific language to clarify concepts gained through science experiences
Grade 3	Literary comprehension: A springboard to creative writing
Grade 4-5	Biography and historical fiction: Paul Revere
Grade 6	Individualized Reading: Russian folktales
Grade 6	Cultural and historical parallels: Middle Ages

Special care has been taken throughout this section to offer an open-ended design for instruction. While the approaches are pedagogically sound, they are not prescriptive, in terms of being the only correct way of teaching a skill. All units are purposely not structured in a uniform manner. The objective is to use several patterns and demonstrate process rather than format.

The focus is on skills needed by the student as a learner rather than as a student of science, social studies, or even library science. Fusion or integration offers a promising route to the goal. However, while it is important to relate skill areas, caution must be exercised not to deny them their individuality. Since skills and perceptions gained in one area may serve to clarify concepts in another subject area, strategies for pointing out relationships and connections add an interdisciplinary dimension to these units. Through constant exposure, students will expand awareness of these linkages so that they can make the connections independently in their individual learning pursuits. Emphasis on the transfer of learning pervades the strategies for reinforcement suggested in this publication.

WHAT IS THE ROLE OF THE LIBRARY MEDIA SPECIALIST?

The school library media specialist assists in the preparation of units by providing support for the development of background information and objectives of a given unit. This support is given through the development of a professional collection including access through district or regional interlibrary loan. The professional collection includes copies of State and local curriculum guides, teacher's manuals for instructional programs and textbooks, subject bibliographies, and indexes. Examples of generic listings of applicable sources that one finds in a good professional collection follow:

A A A S. Science Book List for Children
Books for Elementary School Libraries
Children's Catalog
A Core Media Collection for Elementary Schools
Curriculum Review
Dreyer. The Bookfinder
Elementary School Library Collection
Greene. Multimedia Approach to Children's Literature
Peterson. Reference Books for Elementary and Junior High School Libraries
The Readers' Guide to Periodical Literature
Recommended Materials for a Professional Library in the School
Subject Index to Books for Intermediate Grades
Subject Index to Books for Primary Grades
The Subject Index to Children's Magazines
Westinghouse Learning Directory
World History in Juvenile Books
Wynar. Guide to Reference Books for School Media Centers

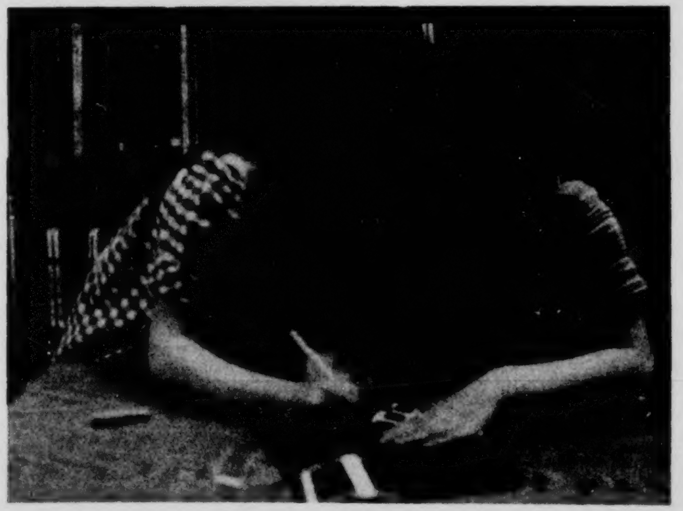
These materials are made more useful by placing call numbers next to the titles given in these listings to signify the holdings of the library media center and/or the availability of materials through interlibrary loan. Catalogs of free materials, of rental films, of teacher-prepared units, and of other instructional aids--cataloged and processed as part of the collection -- help the teacher gather background data during the preparation of teaching units.

The library media specialist maintains a card file which lists relevant available materials, together with notations as to utilization for the unit being planned. The file is organized according to unit topics. The cards for each topic include textbooks, unit booklets, reference materials, fugitive materials (containing facts not easily located), literary materials, periodicals, teacher-prepared materials, realia, sound and film resources, pictures and pictorial representation, symbolic and graphic representations, notes on usefulness of the item, analytics, space for the comments of the teachers and pupils who preview and use the materials and where the item is available in other languages. (See sample on the following page.)

In addition, the library media specialist provides a community resources card file or notebook identifying procedures, availability, grade level, curriculum area and evaluation of field trips, visitors, persons to interview, welfare and service organizations, possible field studies, service projects, resources within the school (e.g., unique travel experiences of teaching staff or pupils), and community recreational resources. Davies(2) has an especially clear delineation of the information useful in such a file, as does Jarolimek.(3)

The library media specialist makes arrangments for previewing audiovisual materials and notes reactions for consideration in future purchases.

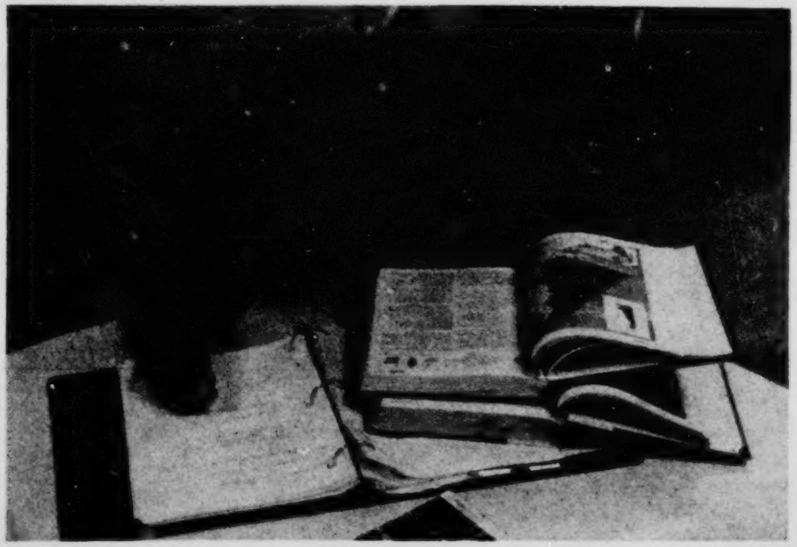
Obviously, making and using bibliographies is basic to a library media program which enriches the curriculum. For the library media specialist, this is not simply a matter of checking a number of lists against the holdings, and acquiring the missing items. Rather, the process starts with knowledge of the school's curriculum; specifically, what units are going to be taught and when they are going to be taught. Bibliographies organized according to the school's curriculum units have an advantage over those that are general in nature. The library media specialist schedules time regularly and consistently for working with published bibliographies and preparing original bibliographies. Using published lists as a starting point, the titles listed in them are augmented by the library media specialist with titles personally read and reviewed or used by teachers.



Sample Card for Resource Unit Bibliography

Call Number	Author/Producer	
	Title	
Location:		
LMC	Publisher/Source	
Public Ly	Date	Description
BOCES	Rdg level	Curriculum Areas
Other	Annotation	
Recommended By	Special Features	
	Skills Developed or Reinforced	
	Use Notes and/or Cautions	

Authoritative bibliographies and reviews from the sources mentioned can narrow the search for useful materials, but there is no substitute for direct perusal of materials and periodic evaluation of some items. For some teachers, the distribution of the bibliographies along with the assurance that the items are readily available will insure use. In other situations, the library media specialist will work initially with a few teachers who have indicated a willingness to review the whole spectrum of resources, identifying those items that best fit the learning activities contemplated.



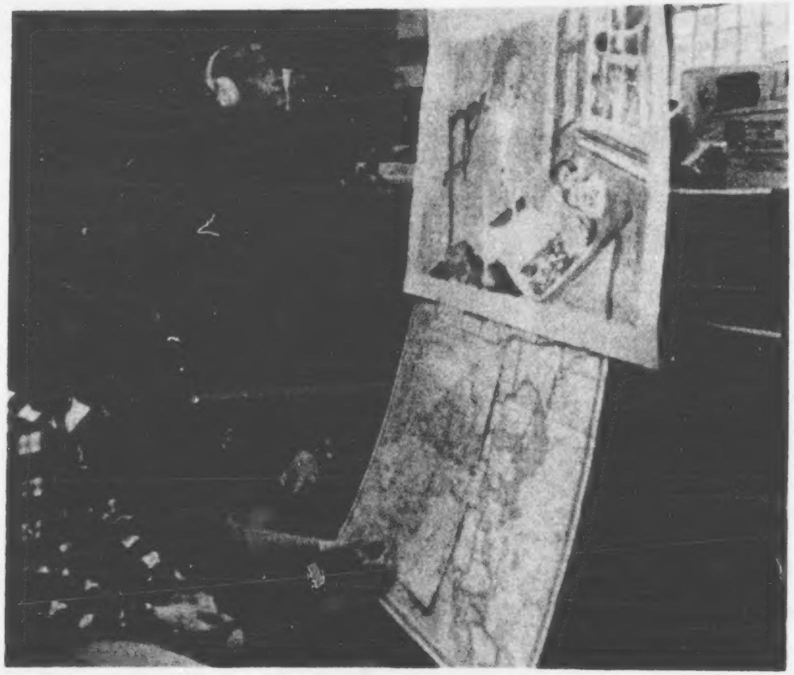
The initiation or approach to a unit is designed to stimulate thinking and learning. As a motivational activity, the library media specialist can prepare:

- A display of realia with thought-provoking questions and references for the answers.
- A listening and viewing period to make the transition from a prior unit to the present one.
- An area for pupils to continue and complete an on-going project -- such as a mural, make-believe travel agency, post office, printing shop, or Welcome Wagon for newcomers to the community.
- A pre-test activity to ascertain present learning and/or raise curiosity about new concepts.
- A learning center with materials pre-selected for the completion of group or individual tasks.

The problem-solving or developmental stage of the unit development offers myriad opportunities to the library media specialist to assist in the teaching of content and research skills. The parts of the book; use of the catalog; use of encyclopedias, almanacs, yearbooks, periodical indexes, atlases; note taking; and bibliography making can be taught to class-sized groups as well as on a small group and individual basis. When locally prepared or commercially developed worksheets or instructional aids are used to teach these skills within the framework of a unit, the recommended practice is to adapt them to the vocabulary, key words and entries pertinent to the unit being taught.

Classroom collections of resources are provided on long-term loan or supplied on a daily need basis. Brief book talks may be presented in the classroom or in the library. The presentation includes filmstrips, records, loops, pictures, realia, and other related resources.

Library users establish a pattern for investigation at an early age. Students begin their search for materials by using the dictionary for spelling, pronunciation, usage, definition clues, and synonyms. They are led to skim encyclopedia articles for an overview, for an outline, for related subjects, and for a bibliography. The card catalog is the next tool the young investigator needs to ferret out specific titles in the reference collection and print and audiovisual resources in the general circulating collection. From the shelves of the circulating collection, the search continues in the vertical file, the picture file, the Index to Children's Magazines, and Readers' Guide to Periodical Literature, and the library's file of community resources. Use of this pattern helps to refine learning tasks that may be too broad, helping students to focus on an aspect they can handle competently and thoroughly, commensurate with their level of achievement and personal interests. Such a procedure under the guidance of a teacher and a library media specialist leads from an assignment to prepare a report on the broad concept of the history of transportation to a more manageable aspect of that concept such as "Why We Remember the Wright Brothers" or "How the Structure of an Airplane Resembles That of a Bird." This pattern is continually given informal small group and individual reinforcement to emphasize the relationships between the card catalog, library arrangement, and the location of the materials.



Areas for production are set aside with resources on both the crafts (e.g., play writing, puppetry, poster making, photography, making doll clothes, etc.) and the subject area that has stimulated the production. Where feasible, equipment and tools for work are made available and storage provided.

Directed study takes place in the library media center. With small groups and individuals, the library media specialist and staff are alert to youngsters who may be reaching frustration levels, becoming confused over materials or assignments, getting bored, resorting to word-for-word copying, misinterpreting sources, distracting other pupils, and forgetting to use reading and reporting skills. The library media specialist frequently reminds students to check spelling, recheck data, and identify the source. Pupils are requested to show other pupils where useful information may be found or how to operate equipment. Through these approaches, study habits will improve, and students will gain increased independence in using the library media center and its resources.

The library media specialist's involvement in the culmination of a unit allows time to listen to student reports, see presentations, and display some of the creative work. Art work, realia, reports, creative writing, and student-made bibliographies may be donated to the center and cataloged as part of the collection. Following such involvement in a unit, teachers and students are given a chance to evaluate formally and informally the library materials and services that were used. Suggestions for the future contribute to worthwhile changes.

The library media specialist will not bring such in-depth support as described above to every unit in the entire curriculum each time a unit is taught in every section of every grade. But the "data bank" thus developed for a unit is housed in a central place, accessible to all teachers and is drawn upon as needed to plan sessions. (See Sample Library Plan Card on the next page.)

Further, it should be noted that each unit does not warrant the same level of involvement on the part of the library media specialist throughout its implementation. Pre-planning sessions will determine whether the involvement is to be more in-depth at the pre-planning, initiatory, motivational, developmental, culminative or evaluative stages. However, a design should be developed that conceives the goal to be that each student is taught skills in a relevant way; and support for units developed cooperatively with teachers is phased in. This might mean selecting one primary-level unit or one intermediate-level unit for in-depth development each year. A pair or cluster of librarians in a district may develop a library media support system for units commonly taught in their buildings for a single grade level and share them informally for individual adaptations. In this manner, a repertoire of materials and approaches is established which may be supplemented and expanded to enhance the center's services to pupils and teachers. The increased familiarity with content and strategy will permit telescoping of procedures and selection of activities for various groups and individuals best suited to the teaching/learning objectives chosen.

Bronxtown Elementary School

Sample Library Plan Card (front)

Teacher ____________________ ____________________, Librarian

____________________, Educational Assistant

Date and time of library activity ____________________

Grade __________ Room number __________

Class unit or project ____________________

Number of teaching weeks ____________________

Overall objective ____________________

Library activity designed for: Motivation __________ Reinforcement __________

Orientation __________ Culmination/Evaluation __________

Development __________ Transition __________

Number of students ____________________

Suggested library activity ____________________

Resources needed: Subjects ____________________

Level ____________________

Equipment needed ____________________

Sample Library Plan Card (back)

Librarian's responsibilities __________ Assistant's responsibilities __________

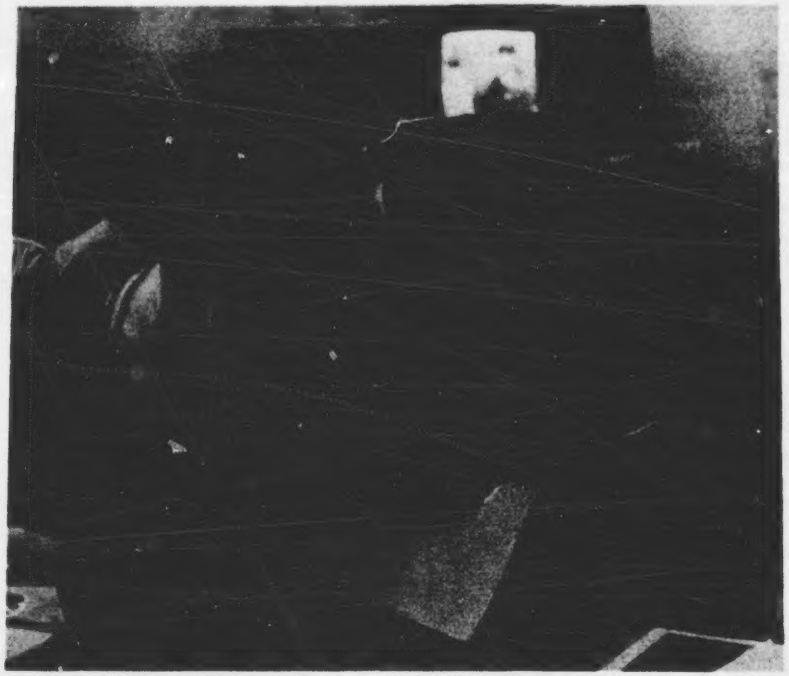
Teacher's responsibilities __________ Students' responsibilities __________

Evaluation:

Follow up:

REFERENCE NOTES

1. J. Galen Saylor and William M. Alexander. Curriculum Planning for Modern Schools. (New York: Holt, 1974). p. 447
2. Ruth Ann Davies. The School Library Media Center: A Force for Educational Excellence (New York: R. R. Bowker, 1974), p. 88-89
3. John Jarolimek. Social Studies in Elementary Education 4th edition. (New York: Macmillian, 1971), p. 146-150.



KINDERGARTEN AND GRADE ONE: BEGINNING NUMERATION AND RECOGNITION OF BASIC GEOMETRIC SHAPES

SUBJECT EMPHASIS: LIBRARY MEDIA SKILLS

Basic Concepts Development
Inquiry in Mathematics
Literary Understanding and Appreciation

MATHEMATICS

Cardinal and Ordinal Numbers
Recognition of Basic Shapes

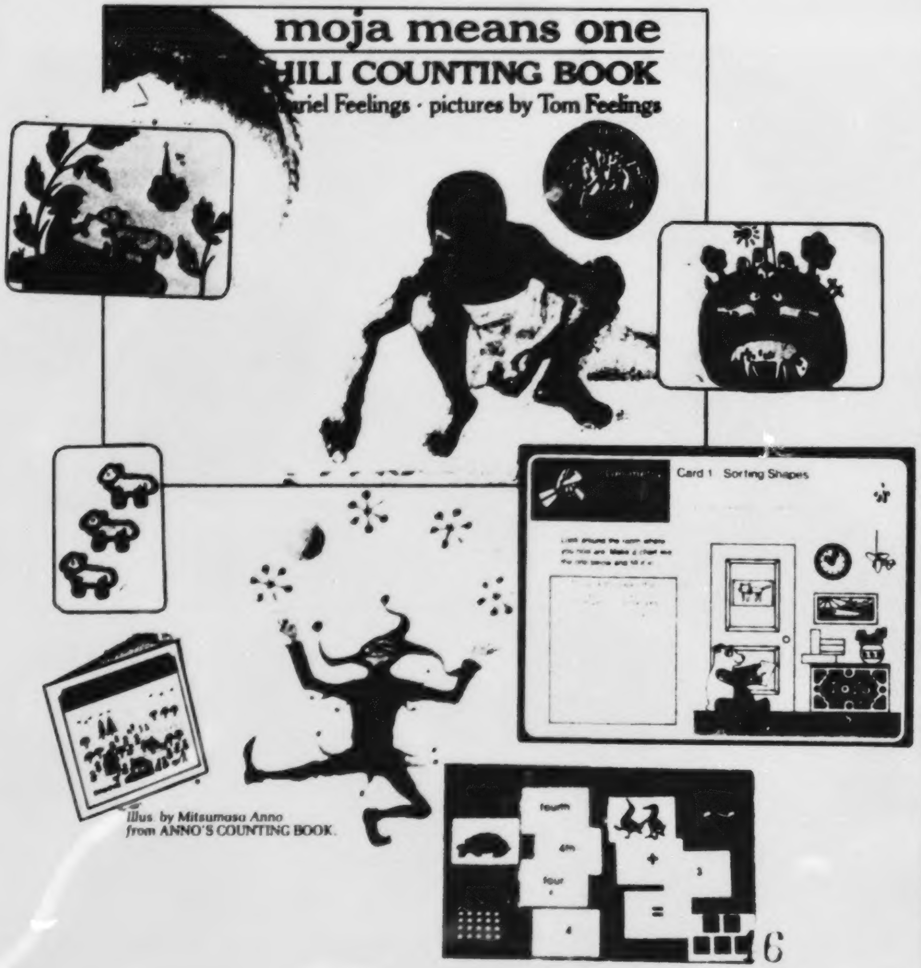
Rationale

The understanding of beginning number and numeration concepts and skills and recognition of basic geometric shapes form a critical foundation for the entire mathematics curriculum. Variations in students' learning capacities require that numerous methods of introducing, experiencing, and reinforcing these concepts and skills be used. Library media resources and experiences can provide the necessary direct and indirect, primary and alternate modes of instruction. Picture books, simple non-fiction books, filmstrips, games, songs, learning centers, etc. can all be used in the acquisition of the skills of numbering. A library media center offers many opportunities for individual, small or large group instruction to meet the varying learning preferences of students.

Approach

Cooperative and supportive instructional efforts between the teacher and library media specialist can enrich the mathematics program of the primary grades provided that several conditions are present. The classroom teacher and library media specialist find time to plan together; the classroom teacher recognizes that resources and media outside the traditional classroom offer viable learning experiences; the library media specialist is familiar with the local mathematics curriculum, the textbooks used, the classroom resources available, and the timing of specific concept and skill development and reinforcement. Familiarity with the library's resources is essential.

The objectives and activities that follow are brief and limited, but should serve as stimulation for further local adaptation. Beginning number concepts can become a natural part of a young



Illus. by Mitsumasa Anno from ANNO'S COUNTING BOOK student's visits to the media center. For example, circulation procedures use numbers in several forms. Many finger plays, nursery rhymes, and stories use numbers. Procedures for entering and leaving the center or selecting books often use ordinal number concepts. This unit is to be broken into component parts and its activities used selectively throughout the Kindergarten and Grade One years.

The activities that follow, whether in relation to a mathematics or library media skills, tend to overlap areas and, in most instances, activities could have dual objectives. Library media resources are used to support mathematics or library media skills. At this early stage of learning, stories in whatever format, are a logical means of supporting learning endeavors. Some of the following library skills are related to number and shape recognition concepts as a means of illustrating how areas such as library media skills and mathematics might be linked.

Objectives

SKILLS OF INQUIRY AND INVESTIGATION

I. Basic Concepts Development

Using communication skills, the library media center environment and introductory level resources, students will:

- Grasp ideas of shape.
- Make comparisons between objects by observation and by giving oral descriptions.

II. Inquiry In Mathematics

Using counting books and other resources that introduce mathematical concepts, e.g., number, numeration, geometric shapes and the appropriate skills developed through sequential classroom instruction, students will:

- Observe to discover new applications of skills.
- Interpret mathematical symbols appearing in written material.

LITERARY UNDERSTANDING AND APPRECIATION

Using Picture Books, students will:

- Find illustrations to match the episode described in the teacher's oral reading.
- Follow the pictures that accompany a story.
- Expect aesthetic and intellectual pleasure in books.

MATHEMATICS UNDERSTANDINGS

Using Mathematics K-6: A Recommended Program,(1) the following experiences for first graders are suggested:

- Review the "cardinal" ideas of numbers up to 10
- Recognize cardinal numbers up to 10 with sets, groups of objects, matching sets and pictorial representations
- Review the "ordinal" ideas of numbers up to tenth
- Count to 100
- Recognize a circle, a triangle, a square and a rectangle.
- Group like items in sets.

Activities

Initiatory

(Suggested at second half of Kindergarten Year or
first half of Grade One)

Inquiry in Mathematics

Activity One -

Read One Step, Two . . . by Charlotte Zolotow, focusing on number and observation concepts. Discuss what the student saw on the way to school or at home that was unusual, happy, sad, pretty, dirty, interesting, etc. Elicit information on how many people or objects were involved. Incidents related to a television program, getting ready for school, birds feeding, etc., are examples of common experiences that involve numbers in various forms. A collection of counting books should be preselected for borrowing.

Motivational Questions

How many slides are on your playground?
How do you know?

Resources

Selected counting books including One Step, Two . . . and Adamson, Finding 1 to 10.

Activity Two -

Randomly select pages of Dancing in the Moon: Counting Rhymes by Fritz Eichenberg and ask student to identify numbers and/or to count figures with you. In this book, cardinal numbers up to 20 are illustrated in a humorous fashion, but stress can be placed on one to ten. Read the rhyme and ask students to demonstrate understanding of relationship of number of illustrated symbols.

Prepare slips of paper with a number from one to ten on them. Distribute them to individual students. Have the student name an object or objects in the library that would illustrate the number on the paper. Other students are to guess the number. Provide some examples; e.g., all the legs of the table (response in most cases, 4); wastebaskets (response as appropriate); books on a shelf (response as appropriate). Encourage students to identify examples in the library for other to guess.

Motivational Questions

How many animals are there in this picture in the book? (Cover the number until answer has been given.)
How many animals should there be in this picture? (Cover the picture exposing only the number. Count the animals.)

Resources

Dancing in the Moon
Numbered slips of paper

Mathematics Understanding and Literary Understanding and Appreciation

Activity One -

Read or show a filmstrip of a tale such as, "Three Little Pigs," "Three Bears and Goldilocks," or "Three Billy Goats Gruff." Retell the story with students providing voice for repetitive parts. The number and set of three can be noted. These tales also lend themselves easily to simple creative dramatics.

Motivational Questions

Who knows the name of a story about a father bear, a mother bear, a baby bear, and a little girl?
What are the names of some other stories where numbers are important?

Resources

Book and/or filmstrip selected
filmstrip projector, if needed
simple props for dramatics, if used

Activity Two -

Anno's Counting Book by Mitsumasa Anno is a book without words that provides an opportunity for children to locate items that reflect the quantities 0-12. Use zero pages to set the background scene rather than a depiction of zero.

Motivational Questions

Note the ladder of boxes on the left side. Count the boxes. Observe what happens in future pictures. As "one" picture appears, have the children identify all of the objects that are illustrated in a quantity of one. Note one box in the ladder completed. Continue with other pictures and numbers. Careful observation will be necessary for some subtleties.

What do you see in this first picture? (with zero designation)
Are there any people, trees, buildings, or animals?

On the first page we had a sky, a snow covered land with a brook or river crossing part of it. The next page has some other things added. What is the number on the page? How many things can you locate that represent one?

Resources: Anno's Counting Book

Activity Three -

Show the Weston Woods sound filmstrip, Over in the Meadow by John Langstaff. Note the animal families forming groups up to 10. Count the baby animals minus mother for each number. If too confusing to the students, count the group plus mother for a total. Have the class sing the accompanying song. Have the book available for viewing and use.

Read the Ezra Jack Keats illustrated verions of Over in the Meadow. The Keats' version is based on the old written poem while the Langstaff version is based on the folk song. Note the differences in text and illustration between the two versions. Again note the sets of animals.

Establish a listening-viewing center where individual students can use the sound filmstrip and peruse the books.

Develop a simple worksheet for use in observation of sets. For example, the worksheet could contain a picture of a turtle, a fish, etc., with instruction to indicate the number in the set.

Motivational Questions

What animals might you see in a field?
What is a set or group of objects? Name a set of two in the library.
How many birds are there in this picture?

Resources

Over in the Meadow versions of John Langstaff and Ezra Jack Keats

Over in the Meadow sound filmstrip
sound filmstrip projector
listening-viewing center
worksheet

Activity Four -

Plan a session that provides humor and student participation by using The Supreme Superb, Exalted and Delightful, One and Only Magic Building by William Kotzwinkle, Let's Do Finger Plays by Grayson, and Miller-Brody, One White Crocodile Smile (Sound Filmstrip).

Activity Five -

Introduce materials on shapes. Read The First Morning by Bernstein which uses both shapes and numerals.

Talk about the relationship of numbers and shapes. Then read some of the verses from Budney, A Kiss Is Round. When you have finished, break the group into smaller groups. Give one group Brian Wildsmith's 1 2 3 book and have them identify certain shapes or numbers. Have another group find circles in Wing on a Flea by Ed Emberly. The third group can count triangles in Gerald McDermott's illustrations in The Stone Cutter. Have the fourth group use headsets to listen to the sound filmstrip from Observing and Describing Shapes; a Multimedia Program for Young Children. After a few minutes have the groups rotate so all children have the opportunity to work in each area. Have a collection of books on shapes to go back to the class.

Developmental

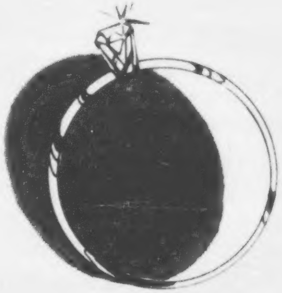
(Suggested during first half of Grade One)

Activity One

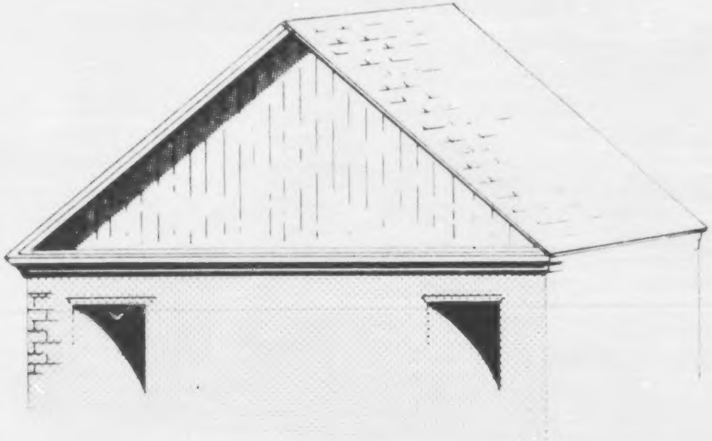
Have students observe different shapes in the library. Discuss reasons for shapes. Dialogue may follow this pattern:

Look all around you and you will see many different shapes. (Allow volunteers to show.) Some objects have a certain shape for a reason.

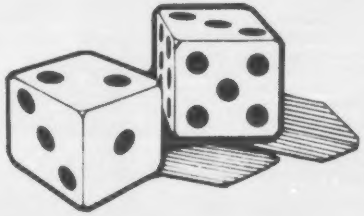
A ring looks like a circle. Its shape makes it easy for the ring to fit on your finger.



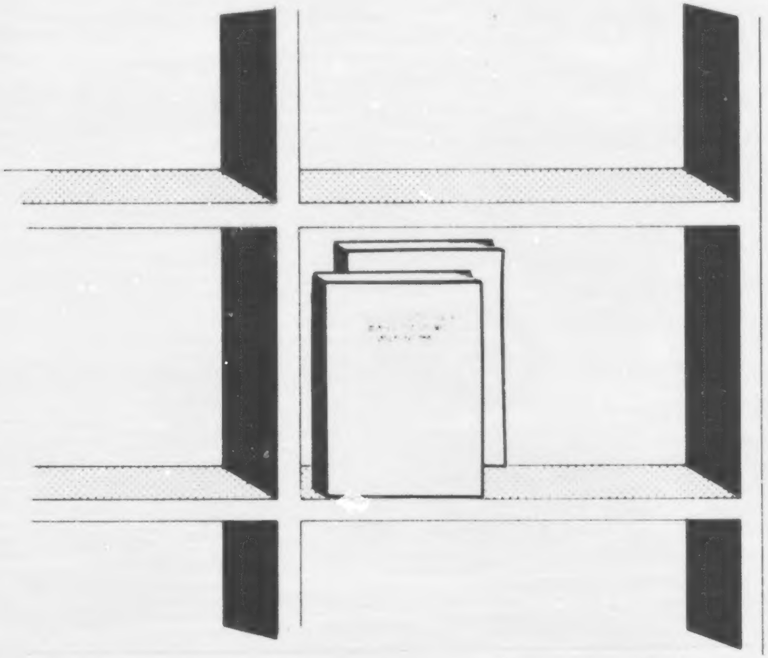
The roof of a house looks like a triangle. The rain will slide off the roof because of its shape.



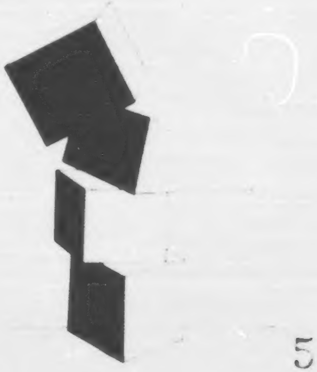
Each side of a die which you use to play many games is a square. A die will roll evenly because each side is exactly the same in dimension.



Are most of the books in our library triangles, circles, rectangles or squares? What shape are the shelves? Which shape books would stand up best on our shelves?



Sometimes it doesn't matter what shape an object is. Blocks that children play with come in many different shapes. But when building something, the tower may fall down if you don't use the right blocks!



Do you see any circle shapes that we have in the library that tell us stories or show us pictures? Discuss records, filmstrips and perhaps circles on cassettes or reel tape (if articles containing shapes is a concept within child's grasp). Use Jan Pienkowski's Shapes, Bendick's Shapes, Podendorf's Shapes, Sesame Street Book of Shapes, Geometry in the Primary Grades (sound filmstrip), Hoban's Circles, Triangles and Squares and/or her Shapes and Things.

Activity Two -

Counting by sets can be fun. When students are comfortable with this concept, Reiss' Numbers can be used with the group, as could Sets and Numbers for the Very Young by Adler.

Activity Three -

Teach the students the rhyme, "Ten Little Squirrels," using the book of that title by Bill Martin, Jr. Have the students count the ten squirrels in the first picture. Read the story. Read the story a second time having a specific student prepared to speak the part of the first, second, etc., squirrel. Stand the participating students in a group. When the appropriate time for numbers sequence arrives in the story, have the student move to a new location thus forming a relocated sequential group of ten. When the story is concluded, ask other students which person is the third, first, etc., squirrel and what the squirrel said. Have the students sit down as the sequence is called.

Activity Four -

Have pupils use cardboard cut-outs to "feel" the shape of a circle, square, triangle, and rectangle. Use different objects around the room with the same shape and let students trace the shape outline with their fingers. Students work with a partner for this part of the activity. Students are to use a paper bag which has several circles, triangles, rectangles, and squares made from heavy cardboard. One child names one of the shapes. The child's partner reaches in the bag, feels around without looking for the shape names, and pulls it out. See how many times out of 5 the child pulls correctly. Then the other child switches places with the partner and pulls shapes as named. Pupils keep playing until they are right most of the time. It is not necessary to take all 5 turns in a row. If pupils prefer to alternate, allow them to do so.

Activity Five -

Have a counting or shape detection marathon. Groups of students look for sets according to the numeral given for the session. (This activity would not exceed 5 minutes per session.) The number for today is 6, the shape is a circle. Teams search for sets of six objects in the media center. The name of the set is recorded on large chart paper beneath the numeral. Illustrations, sketches or cut-outs may be added. The lists on chart paper can be augmented throughout the unit. Labels can be made from the list. Students could then find the set the label described by the end of the first grade year.

Culminating

(Suggested during second half of Grade One)

Activity One -

Let groups of children use an outline map of their library media center and trace rectangular, square and circle shapes.

Activity Two -

Use a peg-board or signs above a display table or shelf for a display of "Shapes We See Around Us." With colored yarn and tape, let students match large outline shapes and their names with objects from the media center from time to time during library sessions.

Activity Three -

Invite persons from the secondary home economics department or adult community to demonstrate the art of quilting and show quilting designs. Have students count shapes in sections of designs on quilt.

Bibliography of multi-media resources

Available separately from the Bureau.

Reference Notes

(1) Mathematics K-6: A Recommended Program. Albany: New York State Education Department, Bureau of Elementary Curriculum Development, 1972.

GRADE TWO: USING SPECIFIC LANGUAGE TO CLARIFY CONCEPTS GAINED THROUGH SCIENCE EXPERIENCES

SUBJECT EMPHASIS: LIBRARY MEDIA SKILLS

Skills of Location and Use
Skills of Inquiry and Investigation

SCIENCE

Air, Water, and Weather

Rationale

The use of accurate vocabulary in communicating science experiences is one goal of early science instruction. This unit, based on the New York State Education Department publication Science for Children, K-3, affords an opportunity

- to increase library media skills and use of library resources,
- to strengthen understandings in science,
- to develop basic concepts of classification, and cause and effect relationships,
- to work with alphabetical order,
- to encounter literary and artistic responses to weather phenomena, and
- to develop vocabulary with which to express observations made in science.

This is consistent with the current concern in science teaching, that it emphasize the inclusive approach - "that while acquiring an understanding of science, the development of the child's whole being is advanced." Roma Gans writes, "A good science program supported by children's trade books can contribute more than any other area in learning to the total development of the child."(1)

Reading specialists affirm, "Regardless of the approach or the program used to teach reading, tradebooks of all types can and should be used for vocabulary development and expansion. With the careful selection of books, students can progress and read increasingly more difficult books, just as they progress through their 'regular' reading materials . . . The reading of stories is one of the best ways of helping acquire a match between book language and oral language."(2)

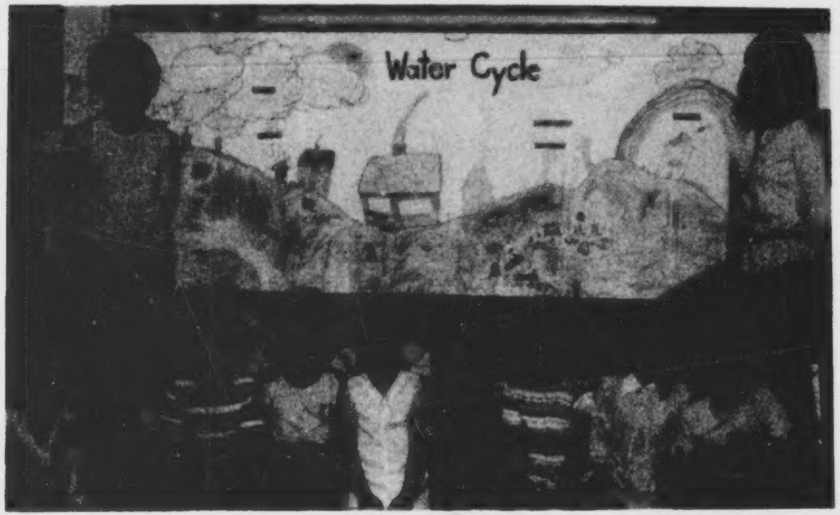
Approach

Since this is a recur ing unit, extended in difficulty at later levels of instruction, the library media specialist may find it useful to establish a learning center for experiences related to this theme at various times of the year. A central learning experience suggested in this unit is the development of a word book, "Weather Words," which should be added to the "Weather Learning Center." The process of developing the book requires that students hear, see, write, and incorporate into their speech, new terms and weather map symbols learned in the unit. Further, they will organize them alphabetically in a scrapbook format, using illustrations or sentences to clarify meanings. If a word box process is more familiar to the children from their language arts instruction, then that alternative would be effective here. Children will work as teams to list terms in given categories; e.g., air, uses of water, effects of weather on work and play, descriptors for weather, forms of water, weather map symbols, and weather instruments. Though some of these terms are not dealt with directly in the following activities, they will be introduced as the resources listed are utilized.

The activities will be carried out in the classroom and library media center. Roles for teacher and library media specialist are agreed upon prior to initiating unit.

Since students will not be engaged in locating materials, a good number of resources will have been pre-selected by the library media specialist. These are placed in the classroom and in the "Weather Learning Center," and will be brought together as the occasion demands. The learning center will feature activity sheets like the one on this page and displays and an "involvement bulletin board"(3) to pique students' interest and curiosity. They will be encouraged to add to the board as they gather new facts.

Science for Children, K-3 recommends that the unit Air, Water, and Weather be taught subsequent to the units Living Things and Our Growing Bodies. The following activities assume that this sequence has been adhered to. It is also assumed that the classroom instructor will be concurrently implementing many learning experiences, not detailed here, as a means of realizing various science-related objectives listed. Care should be taken not to use more activities than necessary to achieve objectives. Not every activity is to be used with every student, although multiple activities are listed for the objectives at each stage of the unit. Judicious choice of activities and resources remains a responsibility of local professionals. The sequencing of activities and the number of sessions devoted to an activity are determined locally as well.



Sample Pretest

Name ______________________________

Underline the words that describe weather conditions in each report.

March 9, 1979 - A mixture of rain, sleet and snow expected later today.

March 11, 1979 - Heavy rains and sunshine are melting mounds of snow to cause flooding today.

March 12, 1979 - Showers likely tonight. Mostly cloudy. Winds coming from the west. 70% chance of rain.

March 13, 1979 - Friday through Sunday will be cloudy and mild. Scattered showers.

March 14, 1979 - Snow showers expected in the North.

March 15, 1979 - Weather conditions for the following cities

Atlanta - partly cloudy

Dallas - mostly fair

Phoenix - fair and hot

St. Louis - mostly sunny.

March 16, 1979 - Rain and thunderstorms stretch across the south.

The evaluation in the Initiatory and Evaluative stages of the unit is informal. Note the involvement activities suggested in both stages.

Sample Pretest

Name______________________

CLASSIFYING WORDS

Using the words at the bottom of the page, write them in the column you think they best fit.

Be able to tell why.

AIR	WATER	WEATHER
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

blizzard
wet
hot
cloud
thermometer
snow
wind
hail

fog
cold
breeze
freeze
flood
storm
hurricane
puddle

Objectives

I. Library media skills of location and use
  A. Relative to library organization students will:
    - Discern that all nonfiction books are organized by subject and are arranged in numerical order.
    - Use shelf labels to locate materials.
  B. Relative to understanding and using the library's classification system, students will:
    - Look for similarities and differences in materials.
    - Recognize headings used to group items in a category.

II. Skills of inquiry and investigation
  A. Basic concepts development
    1. Using communication skills, appropriate classroom instruction, the library media center environment and introductory level resources, students will:
      - Categorize objects.
      - Make comparisons between objects by observation and giving oral descriptions.
      - Use more precise language in descriptions.
  B. Vocabulary development
    1. Using picture dictionaries students will:
      - Make association of simple explanations with illustrations given.
      - Employ skills of alphabetical order.
  C. Inquiry in science
    1. Using the library media center environment, science resources prepared at an introductory level and appropriate classroom instruction in air, water, and weather, students will:
      - Extend understandings of how scientific phenomena affect daily life.
      - Read to gain overview or general background.
      - Look up terms to strengthen the use of vocabulary appropriate to the discipline.

III. Literary understanding and appreciation
  1. Using the easy-to-read or read-alone books the students will:
    - Gain confidence in their increasing ability to read.
    - Gather new facts through reading alone.
  2. Using poetry students will:
    - Strengthen imagination through hearing descriptive language.
    - Enjoy the imagery of poetry.
  3. Using picture books students will:
    - Expect aesthetic and intellectual pleasure in books.

IV. Reading Guidance
  1. Using library resources that emphasize personal growth and change, students will:

- Adapt to seasonal change.
- Observe that changes in themselves and environment are normal in human experiences.

V. Science

A. Students will become aware of how we depend on air and how we measure some of its characteristics.

B. Students will gain the following basic understandings:

- A thermometer measures temperature.
- Temperature is a degree of "hotness" measured on a definite scale.
- A cloud is made of water droplets or tiny ice crystals.
- Weather affects our work and play.
- Water evaporates from puddles, lakes, and oceans to be recycled into the air again.
- Precipitation may fall to earth as rain, snow, hail or sleet, dew.
- Water flows from a higher place to a lower place.
- Wind and water change and move things.

TOUCH WILL TELL
WALK WITH YOUR EYES
Text and Photographs by MARCIA BROWN
LISTEN TO A SHAPE
Text and Photographs by MARCIA BROWN

Activities

Initiatory

Library Media Skills of Location and Use

1. Activity One -

Large group activity initially, then divide into small groups. Provide quantities of objects in grab bags or "stuff'n things" boxes for students to sort and categorize. Ask students to explain their system for sorting and grouping.

A. Motivational questions/discussion

1. How can we tell when things are alike and when they are different? Reflect on what the students learned about using their senses in previous science units.
2. Let children handle items that feel quite different to the touch. Use items such as cold, wet sponge; a dry sponge; mud; sand; ice; a hot water bottle; sandpaper; fur; a shredded wheat biscuit; a marshmallow. Ask students to tell how these items feel alike or feel different.
3. Repeat above procedures requiring other senses for making discriminations.
4. How does the way something is made tell us if it is like something else?
5. How does the way something is used tell us if it is like something else?
6. Using collections of kitchen utensils, tools, cosmetics, etc., discuss categorizing objects by their functions. One group of objects should be related to weather.
7. Is there another word that might be used to describe "piles" or "groups"? Students may volunteer the words "categories" or "sets." Because students will also be using "sets" in mathematics, this term should be (and is in this unit) emphasized.
8. Show four library resources; three which deal with weather and one which deals with another topic. Volunteers tell how the three are alike and one different.
9. Explain that science books are all placed together. Show call numbers on spine of book. Have students associate spine with labels of sections and labels of shelves.

B. Resources

Varied objects or pictorial representations: e.g.,

name strips*
candle snuffer
hose
various thermometers
washing machine
leaf
rainbow
raincoat
boots
umbrella
mittens
desert
puddle
pegboard
chart paper
weathervane
strainer
cotton
barometer
kite
tape recording of weather report
magnifying glass
clouds
rain
snow
ice
tornadoes
water
plants
seeds
animals
weather map
globe
tagboard
kettle
piece of plastic
nylon
sponge
candle

* Name strips are affixed to the objects and illustrations.

C. Multimedia:

Aliki. My Five Senses. Crowell, 1972.
BES. Senses Series (Bilingual) (Sound Filmstrip).
Brown, Marcia. Touch Will Tell. Watts, 1979.
Discovery: To See (Sound Filmstrip) Miller-Brody. 1976.
Experiencing: How Do I Know What I Know (Sound Filmstrip) Bailey Film Associates, 1973 (The Reading Child).
Hatch, Shirley. Wind Is To Feel. Coward, 1973.
Holl, Adelaide. Adventures in Discovery: The Thinking Book. Western, 1970. pp 12-13, 21, 136-37.
_____. Adventures in Discovery: All Kinds of Signs. Western, 1970.
Humphrey, Henry. What Is It For? Simon and Schuster, 1969.
Richard Scarry Study Prints: Spring, Summer, Fall, Winter. Random. 1976.
Simon, Seymour. Finding Out with Your Senses. McGraw, 1971.
Tobias, Toni. Liquid or Solid . . . That's A Good Question. Children's Press, 1977.

Skills of Inquiry and Investigation

I. Activity One -

Small groups (4-6 each) library media specialist, teacher and aide or volunteer. Give each group a listening/viewing experience using one title from these groups.

Adler, Irving. Air (The "Reason Why" series) Day, 1962.
Eye-Gate. Air Is All Around Us (8mm film loop) (Basic Concepts in Science Level 1).
Eye-Gate. Air Takes Up Space & Air Can Do Work. (8mm film loop) (Basic Concepts in Science Level 1).

Blough, Glenn O. Not Only for Ducks. McGraw, 1954.
Simon, Seymour. Wet and Dry (Let's try-it-out). McGraw, 1969.
Rothman, Joel. At Last to the Ocean. Macmillan, 1971.

Bendick, Jeanne. Wind. Rand, 1964.
Black, Irma. Busy Winds. Holiday, 1968.
Foggy and Windy Day. (Captioned filmstrip) McGraw, 1969.

Darby, Gene. Finding Out About Seasons. Benefic, 1974.
Four Seasons in the City. (4 sound filmstrips, also Spanish). Hudson, 1969.
Branley, Franklin. Sunshine Makes the Seasons. Crowell, 1974.

Establish a purpose for listening. Directions such as the following may be given:

- Listen to hear the names of items in "sets."
- Listen for new uses for words in sets.
- Listen for other forms of the same word.

Make a large chart listing words from name strips. Have students trace over name strips affixed to items in categorizing activity above.

Resources:

Titles as listed. Projectors for filmstrips and loops, Cassette players.

II. Activity Two -

Each group brings items that it thinks are related and puts them in cartons with the following labels:

a. Air
b. Uses of water
c. Effects of weather on work and play
d. Forecasting weather
e. Seasons
f. Forms of water.

Words are put in alphabetical order within sets by having each child place an object with name strips attached in the proper place using the names on the tags.

Literary Understanding and Appreciation

and

Reading Guidance

I. Activity One - large group

Read literary selections which heighten a child's emotional response to weather or seasons. Conduct storytelling session using theme of a given season, cycle, or weather condition. Use art reproductions, music, realia, poems, and dramatization to saturate the session with the mood of the theme. Sample themes could be "A Rainy Day," "The Wind," "Snowflakes," "Fog," "Changing Seasons." A multitude of titles is available for circulation.

A. Motivational questions/discussion

Show students pictures of seasons or weather. Ask them which they like best and why. Ask how the pictures make them feel. Ask the students if they would like to live in the place shown in the picture. Discuss what there might be about a rainy or snowy day that might be enjoyed.

B. Resources

Filmstrip projectors, cassette player, record player.
Such multimedia titles as:
Allard. I Will Not Go To Market Today.
Allen, Marie. Pocketful of Poems.

Air and
Weather

Bright, Robert. Mi Paraguas Rojo. Morrow, 1968. (Bilingual sound filmstrip, Weston Woods.)

Brooks, Gwendolyn. Bronzeville Boys and Girls.

Burningham, John. Seasons. Bobbs-Merril, 1970.

_____. Where Does the Butterfly Go When It Rains? Scott, 1961 (Sound filmstrip, Weston Woods).

Changing Seasons. (phonodisc) Miller-Brody. (Holiday and Seasons Series).

Coutant, Helen. First Snow. Knopf, 1974.

Duvoisin, Roger. The House of Four Seasons. Lothrop, 1956.

Spring Snow. Knopf, 1963.

Ets, Marie. Gilberto and the Wind. Viking, 1963. (16 mm film, McGraw-Hill; Sound filmstrip, Weston Woods).

Foster, Joanna. Pete's Puddle. Harcourt, Brace, Jovanovich, 1973.

Garelick, May. Down to the Beach. Four Winds, 1973.

Gathering of Great Poetry for Children. (Phonodisc) Caedmon, 1969; vols. 1 & 2.

Geismer and Suter. Very Young Verses. Houghton-Mifflin, 1945.

Haley, Gail. Go Away, Stay Away. (Sound filmstrip, Weston Woods).

Himler, Ronald. Wake Up, Jeremiah. Harper and Row, 1979.

Hutchins, Pat. The Wind Blew. Macmillan, 1974.

Israel, Laurie. Poems for Weather Watching. Holt, 1963.

Iwamatsu. Umbrella.

Keats, Ezra. Snowy Day. Viking, 1962. (Sound filmstrip, Weston Woods).

Lawrence. A Beginning Book of Poems.

_____. An Invitation to Poetry.

Lewis, Richard. In a Spring Garden. Dial, 1965. (Sound filmstrip, Weston Woods).

_____. The Wind and the Rain; Children's Poems. Simon and Schuster, 1968.

Lukesova. The Little Girl and the Rain.

Lund, Doris. Attic of the Wind. Parents, 1966. (Sound filmstrip, Weston Woods).

McCloskey, Robert. Time of Wonder. Viking, 1957. (16mm film, sound filmstrip, Weston Woods).

MacDonald, Golden. Little Island. Doubleday, 1971. (Sound filmstrip, Weston Woods).

Marokvia. Summer Story.

Merriam, Eve. Catch a Little Rhyme. Atheneum, 1966.

Mizumura, Razue. I See the Winds. Crowell, 1966. Holt, 1963.

Schlein, Miriam. Go With The Sun.

Spier, Peter. Noah's Ark. (Sound filmstrip, Weston Woods).

Tresselt, Alvin. Follow the Wind. Lothrop, 1964. (Sound filmstrip, Weston Woods).

_____. Hide and Seek Fog. Lothrop, 1964. (Sound filmstrip, Weston Woods).

_____. White Snow, Bright Snow. Lothrop, 1964. (Sound filmstrip, Weston Woods).

Watson, Nancy. Sugar on Snow. Viking, 1964.

Weynant, Sr. Naeomi. It's Autumn. Westminster, 1968.

_____. It's Winter. Westminster, 1970.

Wood. Sing a Song of Holidays and Seasons. (phonodisc).

Yashima, Taro. Umbrella. Viking, 1958. (Sound filmstrip, Weston Woods).

II. Activity Two - small groups

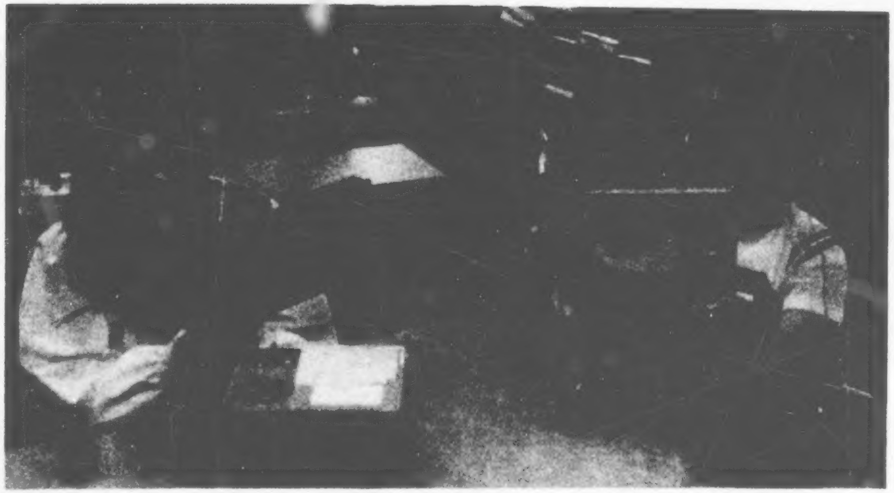
Distribute multiple (4-6) paperback copies of five easy-to-read science titles from resources listed below to each group for this "read-in" activity. Each student in a group has the same title. Have students take turns reading aloud. Less able students should read along with teacher, library media specialist, or recording in listening station. New words or statements are added to "Weather Words" chart. Let more able students make up a riddle from their book.

A. Motivational questions/discussion
Have you discovered any new terms which should be added to your word book?

B. Resources
Five titles (4-6 copies each) of easy-to-read science titles, slips of paper for bookmarks, primary pencils, felt-tip markers, cards, chart paper, cassette players.

C. Multimedia

Darby, Gene. What Is a Season? Children's Press, 1975.
Gans, Roma. Water for Dinosaurs and You. Crowell, 1972.
Holl, Adelaide. Rain Puddle. Lothrop, Lee & Shepard, 1965.
I Can Read About Seasons. (Cassette and paperbacks). Troll, 1970.
I Can Read About Weather. (Cassette and Paperbacks). Troll, 1975.
May, Julian. Weather. Follett, 1966.
Moncure, Jane. Fall Is Here. Children's Press, 1975.
_____. Spring Is Here. Children's Press, 1975.
_____. Summer Is Here. Children's Press, 1975.
_____. What Will It Rain? Children's Press, 1977.
_____. Winter Is Here. Children's Press, 1975
Provus. How Weather Affects Us. Benefic, 1963.
Seasons: Autumn. National Geographic, 1977. (Learning Shelf Kit).
Seasons: Spring. National Geographic, 1978. (Learning Shelf Kit).
Seasons: Summer. National Geographic, 1978. (Learning Shelf Kit).
Seasons: Winter. National Geographic, 1977. (Learning Shelf Kit).
Shapp, Martha. Let's Find Out About Air. Watts, 1963.
_____. Let's Find Out About Fall. Watts, 1963. (Phono-cassette, Random).
_____. Let's Find Out About Spring. Watts, 1963. (Phono-cassette, Random).
_____. Let's Find Out About Summer. Watts, 1963. (Phono-cassette, Random).
_____. Let's Find Out About Water. Watts, 1975. (Phono-cassette, Random).
_____. Let's Find Out About Winter. Watts, 1963. (Phono-cassette, Random).
Waller, Leslie. A Book To Begin On: Weather. Holt, Rinehart and Winston, 1978.
Wannamaker, John. What Causes It? Children's Press, 1977.
What Animals Do in Winter. National Geographic, 1978. (Learning Shelf Kit)



Developmental

ience Understandings

I. Activity One - In the classroom. Teacher-directed Air, Water and Weather Unit

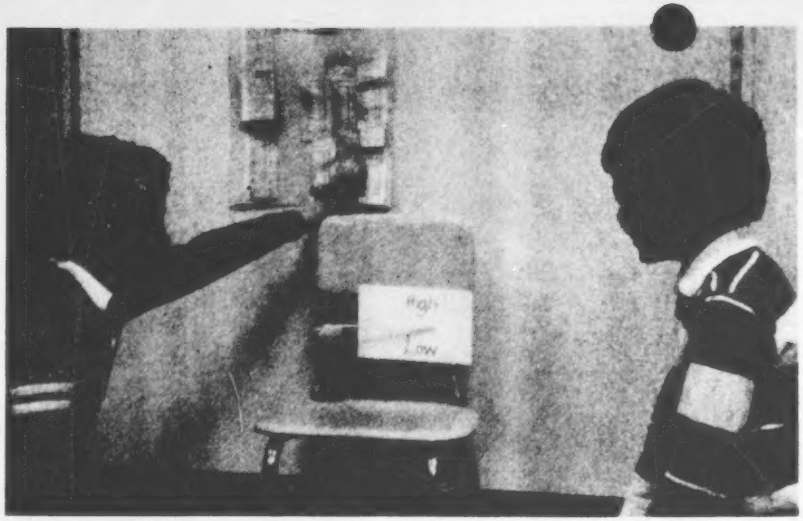
Activity: Water and Air are taught first. The approach is experimental. The children are given a brief introduction to water from Water by Carona, Let's Experiment by Keen, and What Is Water? by Hagaman. What an experiment is and the rules of experimentation are explained and discussed. The clear, concise recording of experimental observations is introduced. A practice lesson on the properties of snow, utilizing the format for an experiment is done as a total class activity. All the observations are discussed and the conclusions are drawn together.

II. Activity Two - independent activity followed by classroom instruction.
From classroom discussion, science experiments, independent reading/viewing/listening of library media center resources, watching T.V. weather reports, students make cards for other words to be added to the list. Students will often resort to a phonetic spelling to record words they have heard and therefore, the spelling may be incorrect. The teacher or library media specialist needs to assist the students in identifying correct spellings. These words are placed on the chart. Terms are not employed until the corresponding concepts have been developed. The concept is more important than the word that labels it.

A. Motivational questions/discussion
As the students hear about the way weather is important in their lives, encourage them to watch for the objects they put in sets and to note how they are used and how they may be changed. Students should note new words.

B. Resources
Chartpaper, magic markers, television, filmstrip projector, cassette player.

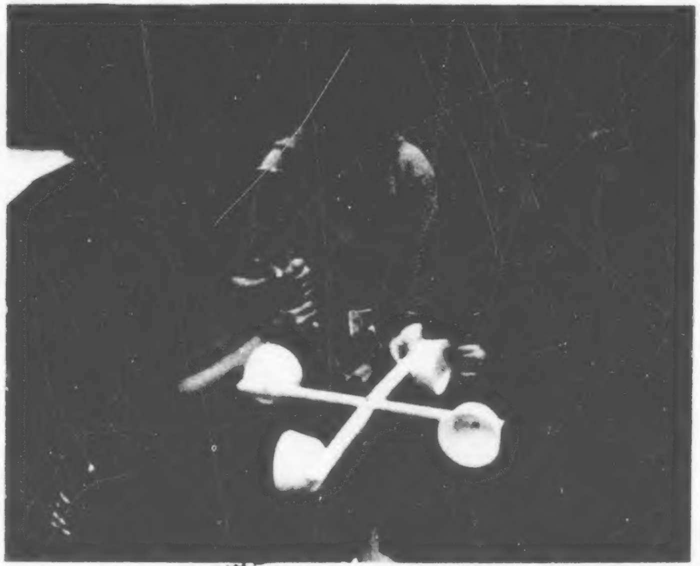
C. Multimedia
Bendick, Jeanne. Observation. Watts, 1972.
"Classifying: Solids-Liquids" Program #9, Grade 2. Hands On. (Instructional Television). WHRO-TV



and the Commonwealth of Virginia, 1975.
The Golden Book of Science for Boys and Girls. Grosset and Dunlap.
Hatch, Shirley. Wind Is To Feel. Coward, 1973.
"Just Plain Rain" Program #5 Book Look and Listen. (Instructional Television) Maryland State Department of Education, 1977.
Milgrom, Harvey. ABC Science Experiments. Crowell - Collier/Macmillan, 1970.
Parker, Dorothy. The Wonders of Science. (Adventures in Discovery). Western, 1970.
"Physical Changes in Matter" Program #8 First Films on Science. (Instructional Television) Mississippi Authority for Educational Television, 1975.
Podendorf, Illa. Things To Do With Water. Children's Press, 1971.
_____. Tools for Observing. Children's Press, 1971.
_____. True Book of Weather Experiments. Children's Press, 1955.
_____. Who, What and When. Children's Press, 1971.
Rain, Hail and Sunshine; the Story of Weather. (Captioned filmstrip) Troll, 1967. (Weather and Climate).

"Seasons" and "Weather" Conversation Transparencies and Cassettes in French, German, Spanish and ESL. Wible Language Institute.
Today's Forecast. (Sound filmstrip in Spanish, Bilingual/ESL, French, German, Italian) Wible Language Institute.
Visit to a Weather Station. (Captioned filmstrip) Eyegate.
Weather and Climate Series. (4 Captioned filmstrips) Troll, 1969.
Wells. Weather Forecasting. Crestwood House, 1972. (Science and Hobby).
Why Does the Wind Blow? (Captioned filmstrip) SVE, 1960.

III. Activity Three - Total class in media center or classroom
Arrange for a group of fourth grade "Weather Experts" to demonstrate the water cycle to the class and answer questions.
Show one of the following:
Weather and Water. (Sound filmstrip) Doubleday, 1974.

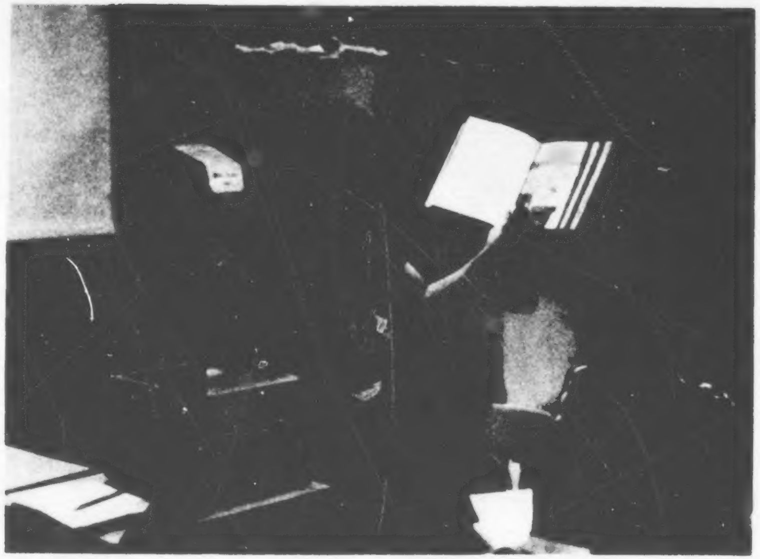


What Is a Cloud? (Sound filmstrip) Eyegate, 1971
Secrets of the Rain. (Filmstrip) Marsh, 1973.

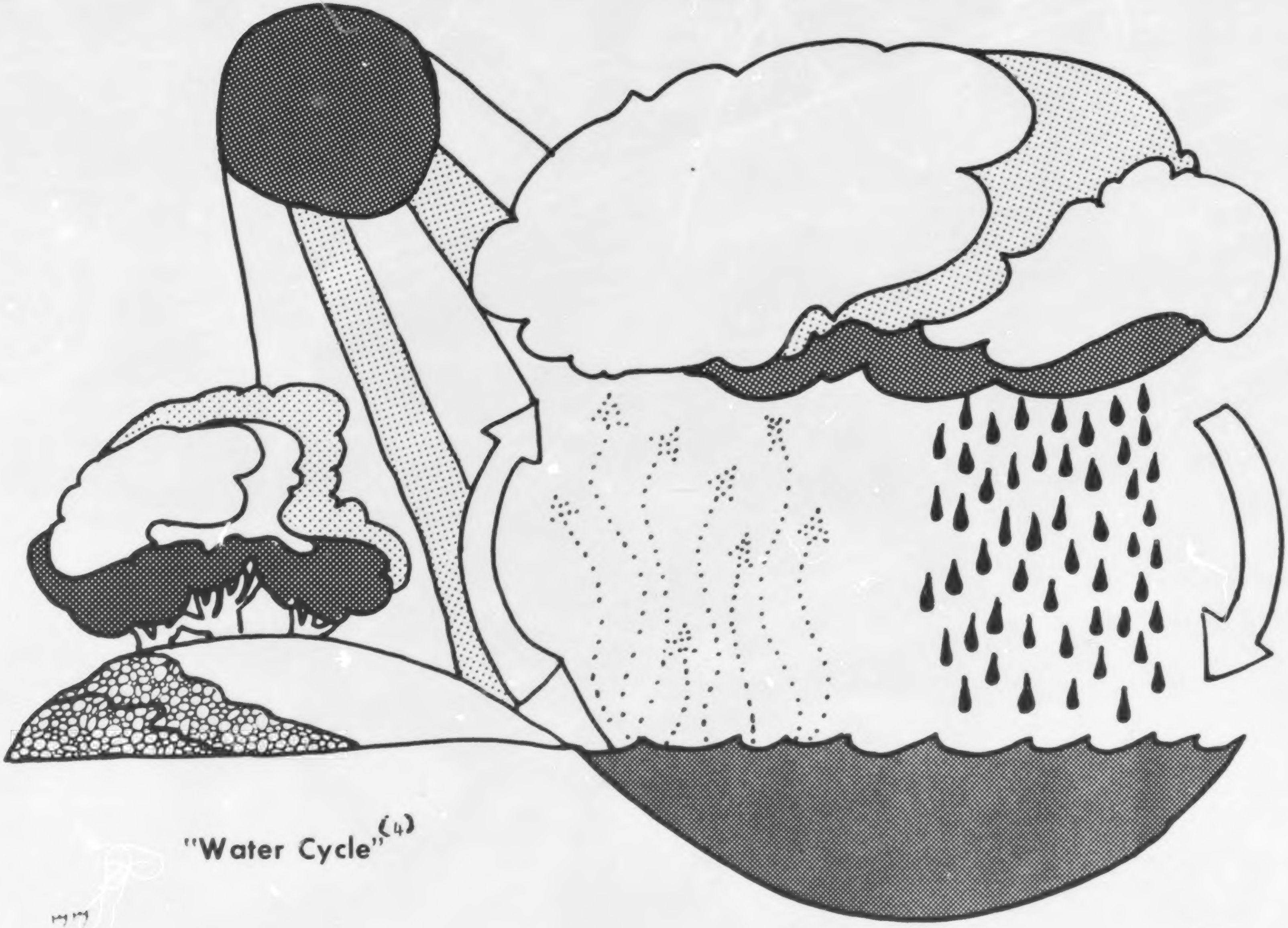
Let students watch demonstration by fourth graders.

Have students record observation by completing ditto or explaining orally the cycle shown on experience chart.

Distribute copies of the water cycle diagram found on the following page and have students label the process shown.



A. Motivational questions/discussion
  1. Why does it rain?
  2. Why do clothes hung outdoors on a sunny day dry?
  3. Why don't oceans dry up and disappear?
B. Resources
  Materials for Fourth Grade experiment
    Individual dittos, filmstrip projector, cassette player
    Large experience chart.



"Water Cycle"(4)

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IV. Activity Four - Small groups

Provide students with word books, picture dictionaries, and basic concept resources with pages marked for specific words. Students print weather words on individual sheets of primary paper so that each child has three to seven words taken from the weather words chart. Fourth grade "Weather Experts" work with teams grouped according to the sets of words: e.g., forms of water, air, uses of water, effects of weather, forecasting weather, seasons. Have the students read statements about their words. Students decide on the best description and derive a definition of their own. Each statement is put in a folder according to the alphabet. Have students print letters on the outside of the folder. An alternative method would be to have some of the group give their own definition or statement, then read to check the definition.

A. Resources

Folders, filmstrip projector, overhead projector.
Primary story paper, cassette players.
Pencils.

B. Multimedia

Air Is Real. (Sound Filmstrip). Xerox, 1975. (Elementary Science Series Set 1).
Baker. I Want To Be a Weatherman. Children's Press, 1972.
Balloons and Bubbles, the Story of Air. (Filmstrip). Troll, 1969.
Berger, Melvin. Storms. Coward, 1970.
Branley, Franklyn. Flash, Crash, Rumble and Roll. Crowell, 1964.
_____. Rain and Hail. Crowell, 1963.
Busch, Phyllis. Walk in the Snow. Lippincott, 1971.
Can You Make a Cloud. (Transparency). 3M., 1965. (Water, Air, and Heat).
Carrick, Carol. Brook. Macmillan, 1967. (Sound filmstrip).
Cartwright, Sally. Water Is Wet. Coward, 1973.
_____. Why Can't You See the Wind? Coward.
Childcraft. World and Space. Field Enterprises, 1974.
Children's Dictionary. Houghton-Mifflin, 1979.
Craig, M. Jean. Questions and Answers About Weather. Four Winds Press, 1969.
Ginn. Beginning Dictionary.
Halsey and Morris. The Magic World of Words; a Very First Dictionary. Macmillan, 1977.
Howell. Splash & Flow. Atheneum, 1973.
Monroe and Greet. My Little Dictionary of Words I Know or Want To Know. Scott, Foresman, 1964.
Munari, Bruno. Bruno Munari's Zoo. Collins-World, 1963.
Monroe and Greet. My Second Pictionary. Scott, Foresman, 1964.
Scarry, Richard. Richard Scarry's Great Big Air Book. Random, 1971. (Instructional Kit, Random).
_____. Richard Scarry's Storybook Dictionary. Western, 1966.
Schiller. In Other Words. Lothrop, Lee and Shepard, 1977.
Walpole. Golden Dictionary.
"Water Is Never Lost." Humpty-Dumpty. April, 1971.
Watters. Picture Dictionary for Children. Grosset and Dunlap, 1948.
Wildsmith, Brian. Brian Wildsmith's Birds. Watts, 1967. (Sound filmstrip, Weston Woods).
_____. Brian Wildsmith's Circus. Watts, 1970. (Sound filmstrip, Weston Woods.
_____. Brian Wildsmith's Fishes. Watts, 1968. (Sound filmstrip, Weston Woods).

Culminative

I. Activity One - small groups

The teacher and/or library media specialist directs students to draw or cut pictures from old magazines to illustrate their words in the word book. The pictures are clipped to the story paper. The sentences are edited in final form.

II. Activity Two - Small groups

Each team will make a word book of weather words using words, sentences, and pictures developed in previous lessons.

a. Motivational questions/discussion

1. What would be the best order for words in our books so we can find them again easily?
2. What would be the best order for the weather books if we placed them all on one shelf and wished to find our own again?

III. Activity Three - Large group or individuals

Final sessions are devoted to selecting a title, and make a cover and title part for the word books. Pages are proofed and rewritten in final form or typed on primary typewriter. Pictures, that had previously been clipped, and drawings are mounted. Contact may be applied or pages laminated. If holes are punched a ring binder makes a sturdy cover. The art teacher may be involved in this activity.

Evaluative

Teacher and library media specialist will share their observations of student behaviors and attitudes, the usefulness of various resources and approaches, and student comments. At this level a really formal evaluation is not required for the unit. The completed word books, increased use of vocabulary and activities such as the following serve as indicators of growth.

Activities

1. Students make up simple riddles for weather words.
2. Students use words from weather words book in oral explanation.
3. Students underline weather words in weather report typed on primary typewriter.
4. Students categorize random weather words under the headings on flannel board using "Facts In Five" game format or "Category Tic-Tac-Toe." (See following page.)
5. Teacher or library media specialist reads or shows old wives' tales or sayings from weather lore. Students show the library media resources or describe the experiment that proves or disproves them. This gives special pleasure when the "resource" is their own word book or experiment record.

"Facts in Five"

	W	A	T	E	R
HOW WE FIND OUT ABOUT WEATHER					
SPECIAL CLOTHING FOR DIFFERENT WEATHER					
STORIES ABOUT SEASONS					
SEASONAL FUN					
BOOKS ABOUT WEATHER					

"Weather Tic-Tac-Toe"

A STORY ABOUT WEATHER	TELLS FACTS ABOUT WEATHER	A WEATHER INSTRUMENT
A KIND OF CLOUD	CLOTHING	A SENSE WE USE TO FIND OUT ABOUT WEATHER
A FORM OF WATER	PART OF THE WATER CYCLE	A SEASON

Both games reinforce categorizing/classifying skills, vocabulary skills and library media skills. They may be played by 2 individuals or teams during the unit or as evaluation activities. One library media center had "Facts in Five" on display as an "involvement bulletin board" in the weather learning center. Category Tic-Tac-Toe requires the student to state an acceptable answer orally before putting a marker on a space. With less able students, a variation is to give some sample answers. Student adds another to the list and names the category--e.g., "rain, hail, sleet." Student might add "snow" and state "Forms of Precipitation" as the category. Students have a ditto of "Facts in Five" and use any clues in the weather learning center to complete the grid.

Multimedia resource bibliography

Available upon request from the Bureau of School Libraries

Reference Notes

(1)Roma Gans, "Good Science Teaching Develops the Whole Child" Prelude (Phono-cassette). (New York: Children's Book Council, 1976.)

(2)Alden J. Moe. "Using Picture Books for Reading Vocabulary Development" Using Literature in the Elementary Classroom. (Urbana, Ill.: NCTE, 1978. p. 14.)

(3)M. Ellen Jay. Involvement Bulletin Boards and Other Motivational Reading Activities. (Syracuse, New York: Gaylord, 1976.)

(4)John Gabriel Navarra and Joseph Zafforoni, The Young Scientist Exploring His World. (New York: Harper and Row, 1971) p. 82. Reprinted with permission from Harper and Row Publishers, Inc. (c) 1971.

GRADE THREE: LANGUAGE ARTS: LITERARY COMPREHENSION, A SPRINGBOARD TO CREATIVE WRITING

SUBJECT EMPHASIS: LIBRARY MEDIA SKILLS

Skills of Inquiry and Investigation
Literary Understanding and Appreciation
Use of Resources

LANGUAGE ARTS

Literature
Creative Writing

Rationale

"One of the greatest values of a literature program is that it serves as a source for a variety of creative endeavors. In addition to being inspired to paint, dance, sing or dramatize, children can be motivated to explore and expand their own capacity for personal writing."(1)

Using literature in a creative writing program provides children a chance to reflect on vicarious experiences that have been shared together. If, at the same time, children are led to examine the components of a story, they can by third grade recognize character, setting and plot, and to a lesser degree, mood and theme. More importantly, children are led to react orally to what they read and hear.

This unit encourages teachers and library media specialists to read aloud to students every day in preparation for the culminating writing experience. But in selecting materials emphasis is on those that are enjoyable and those that have potential to help children improve their writing. The purpose of the oral reading is to provide broad exposure to good writing. It does not replace having the children read. This independent reading is not limited to works by adult authors, but should include children's writing found in such periodicals as Stone Soup, Kids, Cricket. This "evidence" that writing is an acceptable activity for children is a strong motivating factor. In both, the hearing and the reading, the teacher seeks to have students discover an interrelatedness between reading and writing. Objectives drawn from strands in English Language Arts: Composition and Literature, and Composition K-6; a Packet for Teachers, New York State Education Department, stress the sequential development of these skills.

STONE SOUP
the magazine by children

Volume 7 Number 4 March/April 1979

Approach

The librarian, classroom teacher and art teacher plan the unit together, setting up the roles that each will play and the schedule of activities. A picture book which will be used as a springboard for unit activities is selected for its literary and artistic qualities. It should deal with a theme with which most children will have had some experience or awareness. For purposes of illustration, the motivational questions for part of this unit were based on Where the Wild Things Are by Maurice Sendak. This book deals with feelings of wanting to be loved.

The saturation of exposure to literature through hearing and reading books is the initial stage of the unit. In response, students retell the stories in their own words. Following this, experiences in observation, with brief oral (and later, written) descriptions from the children, are provided. Then using the literary work chosen to be central to the unit, the students find the springboard to their own writing. Finally, students edit their own work to improve it. This process follows closely that of John Warren Stewig in Read To Write; Using Children's Literature as a Springboard to Writing(2).

The finished writing may be utilized in many ways depending on the interests, abilities of the class and the time, interest and ability of the librarian and teacher. Among the effective practices suggested, are making books, dramatizing, making filmstrips, cassette recordings, painting/drawing and storytelling with flannelboard or puppet characters. The process of making a book is the end product covered in this unit, with a discussion of the book's physical make-up.

Objectives

I. Library Media Skills of Location and Use

Using library resources, students will:

- Identify the following parts of a book: spine, front cover, back cover.
- Find the title page and identify the author, title and publisher of a book.
- Participate in the construction of a model book with a front cover, back cover, spine, and title page containing author, title and publisher.

II. Skills of Inquiry and Investigation

Vocabulary Development

Using beginning dictionaries, students will:

- Extract an appropriate definition.

Using a thesaurus, students will:

- Identify synonyms for an idea.
- Identify associated words for an idea.
- Identify shades of meaning in synonyms.

III. Literary Understanding and Appreciation

Using picture books, students will:

- Grasp the main idea for a story.
- Identify the main character in the story.
- Describe the main character in the story.
- Follow the pictures and retell the story.
- Give oral reaction to vicarious experience.

Using traditional folk tales, students will:

- Draw conclusions from given facts.
- Increase vocabulary to include ethnic idioms.
- Take turns as storyteller, retelling parts of an entire story with increased detail.

Using fantasy, students will:

- Develop greater imagination.
- Hear models of standard spoken English.

IV. Language Arts Skills

Literature

The child learns what a character is like from: what he says, what he does, what the author says about him, how the illustrator portrays him.

The child learns that the outcome or conclusion of a story results logically from the actions of the character.

The child learns to recognize that the setting can influence the actions of the characters.

The child learns to identify the speaker in a selection.

The child learns to identify comparisons involving "like" or "as."

The child learns to recognize that each selection has an idea which is called its theme.

Composition

The Sentence

The child learns to:

- Understand and use basic sentence patterns.
- Understand the relationship of order to meaning.
- Use words and phrases to expand sentence patterns.
- Develop a sense of word choice.

Organization and Development

The child learns to:

- Understand unity and coherence.
- Understand and organize by time order.
- Recognize tone.

ACTIVITIES

Initiatory

Literary Understanding and Appreciation
Language Arts Skills

Much of the practice of oral reading to give children broad exposure to good writing occurs outside the 6-8 week time frame of this unit. There is much discussion during the unit of titles with which children have had common listening experiences. Such an activity follows:

> Librarian or teacher reads a picture book to the class and elicits from them identification of the above components.
>
> a. Pivotal questions
>   1. Who is the most important person in the story?
>   2. What words would you use to describe him/her/it?
>   3. Who else is in the story? Describe them.
>   4. Are there any characters in the story who are all bad or all good? Why do you think so?
>   5. Does Max have a problem? What do you think?
>   6. How does he solve his problem? What does he do?
>   7. Where does Max start from in going to where the wild things are? How does he get there?
>   8. How does Max feel about the wild things? Does he feel differently about them in the end than he did at the beginning? Why do you think so?
>   9. Why do you think Max leaves the wild things and comes home?
>   10. When Max returns to his home does he feel differently or the same as when he left? Why do you think so?
>   11. Where does Where the Wild Things Are take place?
>   12. What is the main idea of this book? Why do you think so?
>   13. Do you ever have Max's problem?
>
> b. Resource
> A picture book selected for its excellent literary qualities and illustrations, and in which a theme common to children's experiences has been treated in an imaginative way. The pivotal questions were based on Maurice Sendak's Where the Wild Things Are.

In order to heighten children's awareness of their every-day world, explorations into concepts of color, texture, sounds and personal experiences are provided using such approaches as the following:

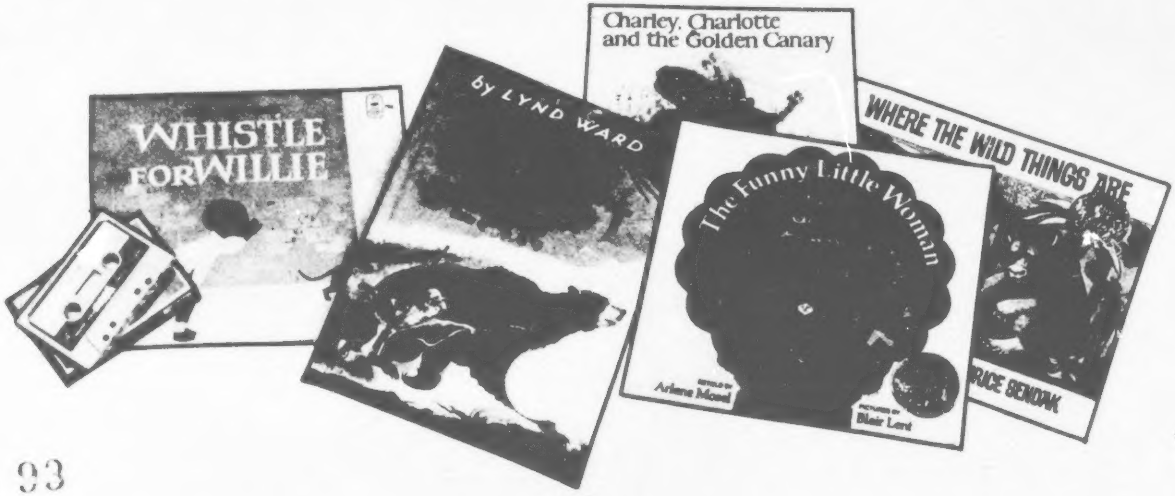
- View film Hailstones and Halibut Bones.
- Lead into a discussion of descriptive words and feelings that colors evoke.
- Select a color. Let students volunteer to list on experience charts where they see this color in the room.

illustration from WHERE THE WILD THINGS ARE

- During five minutes of a typical class day, have children close their eyes and listen. At the end of that time make a list of sounds they heard. Let children write descriptive sentences of what caused the sound.
- Make a list of sounds made by breakfast foods, or some other grouping, equally familiar.
- Have music teacher discuss with children the way in which music evokes moods.
- If a learning center approach is a familiar one for the students, a Creative Writing Corner can be set up in the library media center or classroom. Suggestions are found in Petreshene, Complete Guide to Learning Centers.

Developmental

- Students retell favorite story from stories heard or read. They prepare one picture cut from magazines or drawn to go with their story. These stories are taped.
- Show illustrations from several versions of the same folktales. Children explain whether the illustration is based on the beginning, middle or end. They then arrange the illustrations in sequential order. (These illustrations can be taken from discarded texts and laminated for use in this manner.)
- Using Instructo/McGraw Hill Learning Center: Story Sequence, let students practice sequencing skills.
- Koren's Behind the Wheel is the main book. If possible secure at least 6 paper-back copies. As the librarian reads, have students in small groups at tables identify the instruments shown on the instrument panel. Ask the students to find other objects in the illustrations to sharpen powers of observation.
- Using pictures of sports, games or performances cut out from old magazines or posters, let students describe orally the most exciting moments in their favorite sports, games, or performances. Students develop written descriptions of their favorite television character, their Halloween costume, their favorite food or car.
- Ask students to bring pictures that describe sports, animals, television shows, personalities they like. They tell what they like about these. Students build their word banks to include more descriptive language. They use the thesaurus to find degrees of meaning of synonyms. Earlier descriptions developed above are revised using new vocabulary.
- "Words that Compare" (filmstrip, Pleasantville, NY: Guidance Associates, 1977) can be used for further vocabulary work.
- Building on skill in using similes and metaphors from language arts program, have students watch for new similes and metaphors. Then they experiment with some of their own.



- Show Enjoying Illustrations (filmstrip, Pied Piper, Literature for Children Series). Let children show examples of their favorite art work from picture books on display. Lead them to other books the illustrator has developed.
- Alexander's Sabrina, Dunn's Feelings, and Simon's I Was So Mad! are good discussion leads for students to share their feelings orally. Develop a series of Mad-Glad episodes and corresponding illustrations with the group.
- Have students take turns telling familiar stories from the point of view of another character, e.g., "The 3 Pigs" from the point of view of the wolf, Swimmy from the point of view of the huge fish.
- Provide students with the beginning of a story. Then they add their own ending.
- Let students practice telling their own stories first, using Instructo/McGraw Hill Learning Center: Creative Writing Stimulators. Then they write the endings.
- Show filmstrips The Island of the Skog and How a Picture Book Is Made. Have students list the steps in writing a book and getting it published. Have students find parts of the book in several titles.
- Show 16mm film Pagoo or Story of a Book, 2nd ed. Have students discuss where an author gets the ideas for writing. Where could they get ideas for writing?
- Share: Mathis, The Hundred Penny Box, Miles, Annie and the Old One, and Tazwell, Littlest Angel with the class. Let children describe orally one of their precious possessions. Write one or two of the "stories" on chart paper. If possible, have some students bring the items or pictures of them to school. Use the recording of "These Are a Few of My Favorite Things" as background for sharing session with first graders as students tell their stories and show the objects. See Somers, Response Guides for Teaching Children's Books.
- When students are familiar with "Happy Birthday" (ETV) WVIZ-TV Cleveland, 1974, Waber, Lyle and the Birthday Party, Will Somebody Play With Me and have had the experience of completing forms about themselves, e.g., "What Do you know About Yourself" in Petreshene, Complete Guide to Learning Centers (Supplement), or "My Own Birthday Book" or "All About Me" from My Weekly Reader, let each child tell a birthday story. Children may critique each other's.

- When students are familiar with:
  Kellog, Steven. Can I Keep Him?
  Ward, Lynd. Biggest Bear, and
  Viorst, Judith. The Tenth Good Thing About Barney,
  have them discuss their pets and problems they may have have with them. They then tape alternative endings to the above stories.
- Have students note the use of conversation in stories. Explain techniques for showing dialogue in writing.

Culminating

- Have children go back to some of their favorite books to tell why they liked them. Encourage the use of terms -- characterization, setting, plot, mood, theme.
- Use these selections from ETV Spinning Stories (Maryland State Department of Education) 1977 as suitable.
  "That's Me"
  "Do Something"
  "My Feelings"
  "Making Moods"
  "Bubbles and Beanstalks"
  "It's My Own"

- If there are other versions or retellings of the children's favorites, encourage the children to compare them for which has the most appeal. The overhead or large experience chart should be used to help show revisions.
- Review with the class shorter writing or taped assignments prepared earlier in the unit. Have class critique these and decide which ones they'd like to add to or hear more about.

How A Picture Book Is Made

- Show Story of a Book (filmstrip Pied Piper, Literature for Children Series), Pagoo or Story of a Book 2nd ed. (16 mm film), and How A Picture Book Is Made. Discuss techniques with children. If possible have students hear author, illustrator, or see demonstration in local printing company or high school print shop.
- Students may reinforce Parts of the Book Skills using such dittoes as FECO, "Lesson I" and Milliken, "Library Skills for Children 5a."
- Find patterned stories that children feel at home with; e.g., cumulative folktale, traditional folktale, series of unconnected episodes with same characters or beginning. Discuss these. Let each child tell (while teacher writes) or write his/her own patterned story. Have students critique these. Put best ones in a booklet.
- Prepare ways of sharing the writing done in this unit -- displays, drama, puppetry, storytelling, original books, original filmstrips. If the decision is to develop a book, see suggestions "Making Simple Books" Mini-Unit, (Boston Children's Museum, 1974) and Weiss, How to Make Your Own Books, (Crowell, 1974).
- Numerous suggestions for sharing children's writing are noted in Composition K-6, A Packet for Teachers; (New York State Education Department, 1978), Anne Adams, Success in Beginning Reading and Writing, and Claudia Lewis, A Big Bite of the World; Children's Creative Writing (Prentice-Hall). Consult these as appropriate.

We decided our
story would have
three parts.
three
talk about

Bibliography of multimedia resources

Available separately from the Bureau of School Libraries.

Reference Notes

(1)Richard Kolczynski, "Reading Leads to Writing," Using Literature in the Elementary Classroom. (Urbana, Ill: National Council of Teachers of English, 1978) p. 52. Copyright (c) 1978 by the National Council of Teachers of English. Reprinted with permission.

(2)John Warren Stewig. Read to Write; Using Children's Literature as a Springboard to Writing. (New York: Hawthorn, 1975).

GRADES FOUR AND FIVE: BIOGRAPHY AND HISTORICAL FICTION

SUBJECT EMPHASIS: LIBRARY MEDIA SKILLS

Skills of Location and Use
Skills of Inquiry and Investigation
Literary Understanding and Appreciation

LANGUAGE ARTS

Literature Appreciation

Rationale

Though the opportunity to incorporate library skills into the classroom program occurs at every level, the fourth grade curriculum offers an excellent opportunity to introduce biography, autobiography, and historical fiction for literary appreciation as well as to reinforce previous lessons on the use of the card catalog, use of encyclopedias, dictionaries, and some report writing. In particular, social studies curricula at this level use a biographical approach to help children become more aware of the vital role played by people of many races and ethnic groups and the contributions these people have made to the growth of American democracy. Such an approach also makes children aware that history is the collective efforts of individual people - people who enjoyed and endured childhood experiences, matured to adulthood, aspired to goals and ideals and experienced problems. They were a mixture of good and not so good, weak and strong, rich and poor.

The fourth grade language arts curriculum includes dictionary skills, writing letters, finding information in the library, using the table of contents and the index, taking notes, making an outline, writing reports, and literature appreciation.

Historical fiction for children is intended to do more than just transmit facts. It offers the child a way to experience a past they have not known - to enter into the conflicts, the suffering, the joys, and the despairs of those who lived before them. Well written historical fiction and biography offers young people the vicarious experience of participating in someone else's life as well as providing a historical perspective to see and judge the mistakes of the past.

Stories about the past may also develop a feeling for the continuity of life. They help children to see themselves and their present place in time as a part of the living past, thus enabling them to see change as natural and essential. Times change but the basic needs of humankind have remained relatively unchanged. Every individual needs and wants respect, a feeling of belonging, love, freedom, and security. This is as true today as it was during the Viking period, the colonial period, or any period of history.

Historical fiction and biography help children to see the interdependence of humankind, to realize that in some way, we are all affected by the actions of those in the past as well as our contemporaries; and, equally important, our present actions effect those around us now as well as our future and the future of others.(1)

Approach

The librarian and the teacher(s) should jointly plan this unit, setting the objectives, determining what each will teach and where, what concepts are to be stressed, how the teaching will be done, and the activities and resources to be used. Just as the teaching should occur both in the classroom and the library, so should the activities. This concept can be used wherever an historical approach emphasizing biography is appropriate; i.e., a period of history such as the age of exploration, the era of a war, or a grouping such as great inventors and their ideas. For purposes of illustrating how the teacher and librarian can jointly achieve specific academic skills, this unit will deal with the events leading up to the American Revolution and the War itself. The duration of the unit would vary from four weeks to six weeks. When the librarian and the teacher(s) have established the objectives and activities for the unit, the school librarian should notify the public librarian of the assignment, the duration of the unit, and the number of children and the teacher(s) involved.

Objectives

Library Media Skills

Analytical Inquiry

Using dictionary skills, reading skills and key word skills, students will:

- Limit question to a segment of a broad category.
- Reinforce skill of identifying appropriate key words.

Using general overview references, students will:

- Locate overview treatment in an encyclopedia.
- Determine purpose for reading further to locate additional information:
  - To find important details.
  - To find information to support an opinion or judgement.

Biographical Inquiry

Using biographical dictionaries, collective biographies, and individual biographies, students will:

- Extend association of individuals with their field, era, locale, accomplishments.
- Extend knowledge of contributions of various individuals to the growth and development of America.

Using The Index to Young Readers' Collective Biographies students will:

- Locate information on individuals in collective biographies.

Chronological Inquiry

Using pictures, study prints, slides, films, filmstrips, models, realia and such illustrated references as The Colonial Spirit of '76 and Langdon, Everyday Things in American Life, students will have visual conception of past eras.

Using chronologically arranged references, students will read to increase associations between historical developments and social, economic and cultural trends.

Using materials that treat a single historical event in depth; e.g., American Heritage, Battle of Yorktown, students will apply skills of reading for detail.

Reporting

Using reading and writing skills, relevant school library media, appropriate production materials and equipment, students will participate in group presentations of reports using a variety of techniques.

Literary Understanding and Appreciation

Using historical fiction, students will:

- Be motivated to read for pleasure.
- Become familiar with life styles in other times and other places.
- Determine the importance of the setting to a given story.

Biography Objectives

At the end of the unit the student will be able to:

- Explain the role that individual people played in creating a free America.
- Relate earlier events to life today.
- Compare information presented in various sources.
- Describe the differences between factual materials and fictional ones.

At the end of the unit the student will be aware that:

- History is created by individuals as well as natural events.
- Reading can be an enjoyable activity.
- Literature about people and places can be a source of both information and pleasure.
- Each author brings a personal viewpoint to writing and may interpret facts differently.
- Biographies provide models which influence the reader.

FAMOUS AMERICAN WOMEN

- Literature provides the opportunity to examine issues from different viewpoints.

Procedures

During this unit each student will be expected to read at least one biography or autobiography and at least one historical novel about their biographee or that period of history.

At the beginning of this unit there should be a review of the use of the card catalog. If this has already been well reviewed earlier this year, a quick review now will suffice. If such a review has not occurred, it should be accomplished by providing instruction as to what the card catalog is, where it is located in the library, and what the purposes of the different cards are.

When teaching or reviewing the card catalog make the method and examples used relate directly to the unit being studied by having the students look up the specific period and people rather than generalized ditto worksheets or else adopt the ditto to this specific unit. Remove the trays and place them in order on tables or deep window ledges so that all students have ease of access.

Use overhead transparencies or enlarged model cards which can easily be seen by everyone in the group. In reviewing the card catalog with individuals, small groups or as a class, remind the students of the following unique library filing rules: (1) abbreviations are filed as if they were written out, (2) Mc before a name is filed as though it were Mac, (3) subject cards relating to specific periods of history are filed chronologically. Review the meaning and use of cross-references such as "see" and "see also" which are found both in the card catalog and in encyclopedias. Analytic and added entry cards should also be taught at this time. This would include author and title entries in anthologies or collected biographies, subject entries for a part of a book, joint authors, illustrators, etc.

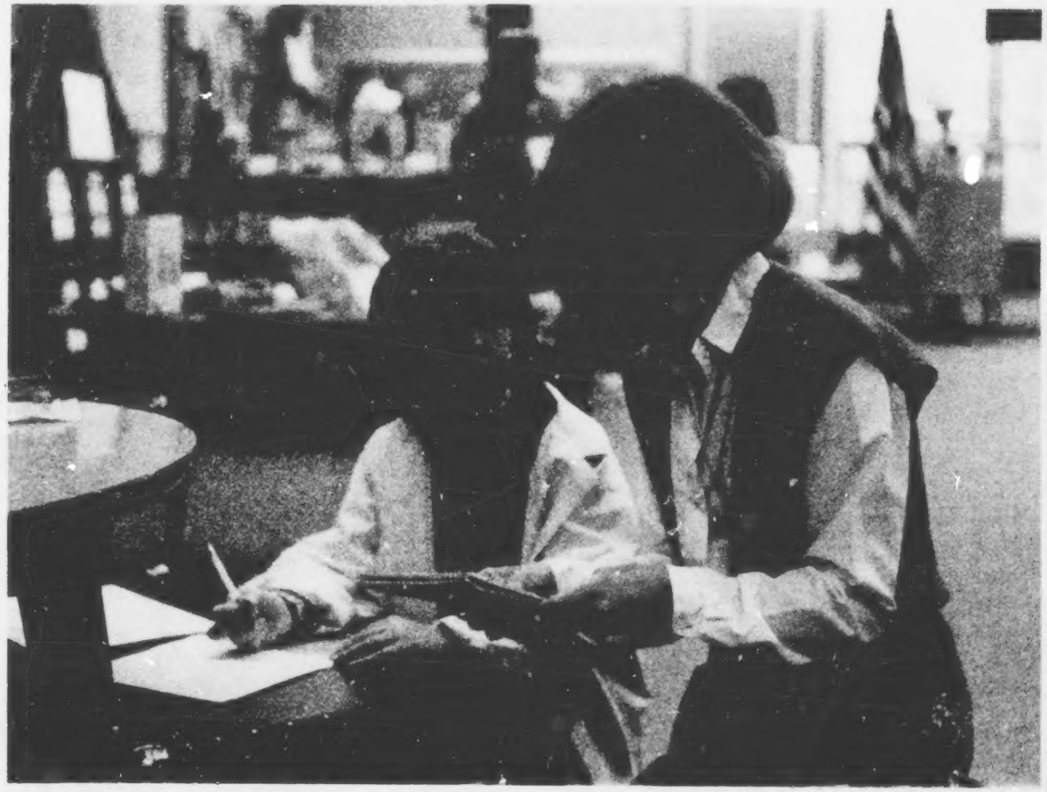
Students should be able to:

- Identify the proper drawer alphabetically that would contain the word being located
- Recognize the various types of cards
- Explain what each item on the card is
- Find the material in the library from the information on the catalog card

Take this opportunity to teach students to use key words and consider the various ways in which information might be found: different headings, groups of words, and reversing the order of words; i.e., American Revolution; Revolution, American; War of Independence, Colonial Period, U.S. History - Colonial Period.

A second lesson should review the use of encyclopedias, guide words, indices, cross references, study guides, and bibliographies. Have available at least three different sets of encyclopedias that are suited to the user's level. Have the students examine the various sets so that they can answer the following questions:

Does every set have an index volume?
If there is an index, is my person listed in the index?
What is the meaning of the various type faces and notations?
What volume or volumes will be needed to look up these references?



Are there pictures of the person?
Is there a study guide?
Does the article have a bibliography?
Are there any cross-references and, if so, what do they mean?

Lessons in using the dictionary should not be limited to one unit but should be related daily to some area of work. Considerable time should be spent on ways to use the dictionary, what is included in each entry, pronunciation aids and variations, prefixes and suffixes, derivation of words, and multiple meanings. In addition to the general library vocabulary found in the Appendix, specific words which students would probably encounter as they read about their subject should be included so that when they encounter the word, they will understand the meaning.

As an illustration, if Paul Revere is the topic, specific words to be identified might be:

colonial
artillery
loyalist
invasion
Tory
cowardice
Whig
insubordination
engraving
casting
caricature

independence
expedition
musket
annealing
silversmith
sterling
political cartoon
embossing
court-martial
Continental
bronze

anvil
craftsman
ingot
common
merchant
cavalry
Declaration of Independence
militia
minutemen
apprentice
garrison

patriot
regular
steeple
rectangle
lantern
historical
ambush
trademark
massacre
harrowing
restrictions
legend

General vocabulary would include:

biography
title.
author
biographer
sources
biographee
copyright date
recording
dictionary
date due
interview
facts
Dewey Decimal System
pen name

card catalog
autobiography
transparency
illustrator
collected biography
puppets
analytic
cross reference
table of contents
encyclopedia
contemporary
notes
fiction

Students should sort the words according to those they do know and those they do not know. The latter should be alphabetized and meanings determined by consulting a dictionary.

One lesson will be needed to introduce the use of biographical tools. The academic framework section identifies several references which students should be able to use.

The length of these lessons and the depth of detail developed will depend on the students involved. So that students can easily see what is being shown and have the opportunity to practice what is being taught, instruction should, whenever possible, be individual or small group.

For detailed advice on the card catalog and encyclopedia skills and ways to proceed to teach them, see Lora Palovic's book, The Elementary School Library in Action.

The librarian should develop bibliographies, for each person being studied, that would include not only biography and historical fiction but other library resources that have a bearing on the topic or the activities planned for the unit.

Due to space limitation, just one person, Paul Revere, will be developed in the following sample.

Concepts: Paul Revere had warned the Minutemen that the British regulars were coming. As a result of this warning, two American patriots, Samuel Adams and John Hancock, escaped capture. The American Revolution began with the Battle of Lexington on April 19, 1775.

Activities

1. Paul Revere's ride

   1.1 Tell the class why he made the ride.
   1.2 Describe how Paul Revere knew what message to give.
   1.3 Make or locate a map of his route.
   1.4 What effect did Paul Revere's ride have on history?
   1.5 Discuss ways that are used today to warn people of danger.
   1.6 Obtain at least one copy of Longfellow's poem about Revere's famous ride.
   1.7 How many versions of this poem are in our library?
   1.8 Compare these different versions for illustrations and content. Do they agree or are there differences with documented details of the event? Do the illustrations relate to the text?
   1.9 Write a pretend letter to a lantern maker ordering two lanterns for the Old North Church. Describe how they should be made.

Library Resources

Fisher, Dorothy Canfield. Paul Revere and the Minutemen. Random House, 1950.

Foley, Rae. Famous American Spies. Dodd, 1962.

Longfellow, Henry Wadsworth. The Midnight Ride of Paul Revere. (16 min. film). Encyclopedia Britannica.

_____. Paul Revere's Ride. Windmill Books, distributed by Abelard-Schuman. 1973.

_____. Paul Revere's Ride. Thomas Y. Crowell, 1963.

Paul Revere and the Minutemen. (Filmstrip) Landmark Book Enrichment Materials.

Phelan, Mary Kay. Midnight Alarm: The Story of Paul Revere's Ride. Thomas Y. Crowell, 1968.

Revere, Paul. Paul Revere's Three Accounts of His Famous Ride. 2nd edition. Massachusetts Historical Society, 1968.

Saxon, Gladys. Paul Revere. Follett. 1965.

2. Paul Revere's career

   2.1 Describe Revere's military career as an officer in the Revolutionary War.
   2.2 Look up the definition for caricature, engraving, and political cartoon.
   2.3 Investigate Revere's role as a political cartoonist.
   2.4 Evaluate the accuracy of his engraving, "The Boston Massacre."
   2.5 Compare the political cartoons of Revere with other famous political cartoonists such as Thomas Nast or a contemporary cartoonist found in your daily paper.
   2.6 Make a political cartoon of an incident connected with the Revolution.
   2.7 Draw a caricature of Paul Revere.
   2.8 Make an engraving with the help of the art teacher.

Library Resources

Baker, Shirley F. Builders of New England. Dodd, Mead. 1965.

Fisher, Leonard Everett. The Silversmiths. Watts. 1964.

Green, Margaret. Paul Revere: The Man Behind The Legend. Julian Messner, Inc., 1964.

Paul Revere. (Filmstrip). Encyclopedia Britannica. (Children's Stories of Famous Americans.)

Paul Revere, Patriot, and Craftsman. (Filmstrip). Troll Associates. 1968. Color, 43 frames. (Americans Who Shaped History.)

Smith, Robert M. The Infamous Boston Massacre. Collier, 1969.

Tracy, Edward B. The New World of Copper. Dodd, 1964.

Tunis, Edwin. Colonial Craftsman and the Beginnings of American Industry. Thomas Y. Crowell, 1976.

3. Paul Revere's life and times

3.1 Make a time line of Paul Revere's life.
3.2 Who were Paul Revere's contemporaries?
3.3 What did they do for a living?
3.4 What was their daily life like?
3.5 Compare ways people made a living then and ways people make a living today.
3.6 Write a play or skit involving Paul Revere and at least two of his contemporaries and present it before the class.
3.7 Do a radio or video news program about the events going on in 1775.
3.8 What chores might Paul Revere have done as a child -- as an adult?
3.9 Plan a meal that Paul Revere might have eaten. Where would the food come from and how would it be prepared?
3.10 What was the original spelling of Revere and where did the name come from?
3.11 How many generations would you have to go back to identify an ancestor who was alive in 1775?
3.12 Make a bulletin board about Paul Revere or the American Revolution.
3.13 Pretend that you are Paul Revere. Write a letter to a friend describing what you have been doing.
3.14 Make a model of a house that Paul Revere might have lived in. How many rooms does it have? What furniture would be commonly used?
3.15 Find samples of things used today that are associated with Revere.
3.16 Visit a local museum and study their silver collection. What conclusions can you make about colonial life from seeing these artifacts?
3.17 What careers in art existed in colonial times? What careers exist today? What training is needed for them and how does this training differ today from colonial times?
3.18 Bring to class illustrations of clothing worn during this period by children, adults, soldiers, etc.

Library Resources

Davis, Burke. Heroes of the American Revolution. Random House, 1971.

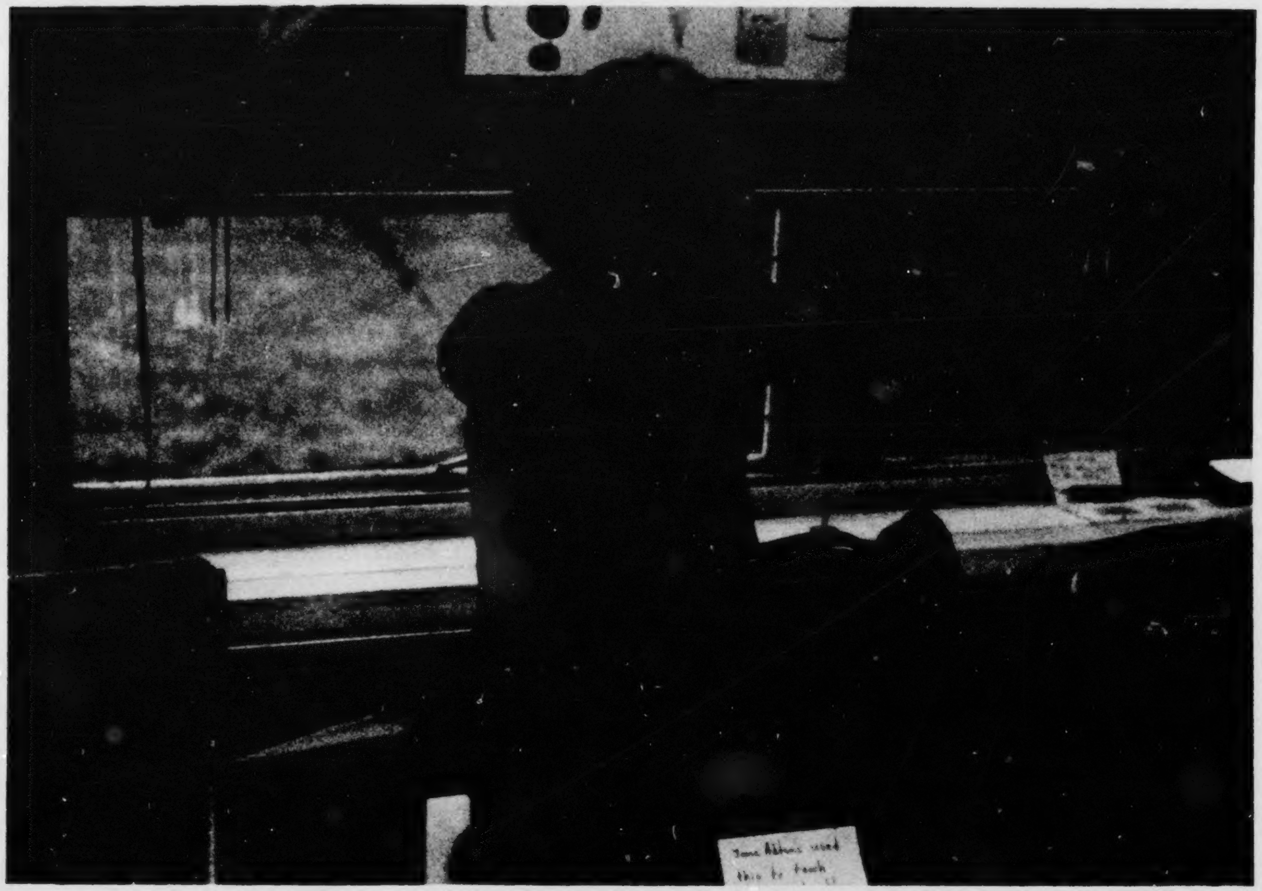
Epstein, Sam. Young Paul Revere's Boston. Garrard Publishing Company, 1966.

Fisher, Leonard Everett. Picture Book of Revolutionary War Heroes. Giniger Book published in association with Stackpole Books, 1970.

Forbes, Esther. America's Paul Revere. Houghton Mifflin Company, 1946.

Forbes, Esther. Paul Revere and the World He Lived in. Houghton Mifflin, 1942.

Hepburn, Andrew. Boston: Biography of a City. Scholastic Book Services, 1966.



Kinney, Jean. 21 Kinds of American Folk Art and How To Make Each One. Atheneum, 1972.

McGovern, Ann. If You Lived in Colonial Times. Four Winds Press, 1964.

Raskin, Joseph. Tales of Indentured Servants. Lothop, Lee, and Shepard, 1978.

Sutton, Felix. Sons of Liberty. Julian Messner, 1969.

Tunis, Edwin. Colonial Living. Thomas Y. Crowell, 1976.

_____. Shaw's Fortune: The Picture Story of a Colonial Plantation. Thomas Y. Crowell, 1976.

4. The American Revolution

- 4.1 Locate a record or cassette that has music of the American Revolutionary period and play it for the class.
- 4.2 Learn several songs sung at the time being studied and teach them to the class.
- 4.3 Make a diorama of Paul Revere's ride or "the shot heard round the world."
- 4.4 Make a time line of events leading up to the American Revolution.
- 4.5 Make a map of the thirteen colonies showing major battle sites.
- 4.6 Visit the site of a Revolutionary battle closest to your school. When did the battle occur? What was the outcome of it?
- 4.7 Plan a trip to Boston. Decide how you will go and what route you will follow. List the historic sites that you want to visit. Find out when they are open and if there is a cost. Determine how much time will be needed to make the trip and what it will cost. Write to a motel as if you were making a reservation.

Library Resources

Alderman, Clifford Lindsey. The War We Could Have Lost: The American Revolution. Four Winds, 1974.

American Heritage (Magazine). Lexington, Concord, and Bunker Hill. American Heritage Publishing Company, 1963.

The Birth of Liberty: Music of the American Revolution. (Phono-record). New World. (NY 276. 2 sides. 33 1/3 rpm.)

Blacks and the Revolutionary War. (Phonotape-cassette) The Center for Cassette Studies, 1975.

Brand, Oscar. Songs of '76: A Folksinger's History of the Revolution. M. Evans, 1973.

Colby, Jean Poindexter. Lexington and Concord 1775: What Really Happened. Hastings House, 1975.

Dickinson, Alice. The Boston Massacre, March 5, 1770. Watts, 1968.

Evans, R.E. The American War of Independence. Lerner Publications, 1977.

Foster, Genevieve. Year of Independence, 1776. Scribner, 1970.

Guns of the Revolution. (Phototape-cassette) Forum Associates, 1969. 28 min. 1 7/8 ips. (Roots of America).

Johnson, Gerald White. America Is Born: A History for Peter. Morrow, 1959.

Keller, Charles and Baker, Richard. The Star Spangled Banana and Other Revolutionary Riddles. Prentice-Hall, 1975.

Lomask, Milton. The First American Revolution. Farrar, Straus, and Giroux, 1974.

McDowell, Bart. The Revolutionary War: America's Fight for Freedom. National Geographic Society, 1967.

Nolan, Jeannette Covert. The Shot Heard Round the World: The Story of Lexington and Concord. Julian Messner, Inc., 1963.

Patchwork and Powder Horn; Songs of the American Revolution, sung by Dorothy Mesney with auto - harp accompaniment. (Phonorecord). Folkways Records. (FH 5278. 2 sides 33 1/3 rpm.)

Phelan, Mary Kay. The Story of the Boston Tea Party. Thomas Y. Crowell, 1968.

Reeder, (Colonel Red) Russel Potter. Bold Leaders of the American Revolution. Little, Brown, 1973.

Webster's American Military Biographies. Merriam, 1978

Wilbur, C. Keith. Picture Book of the Continental Soldier. Stackpole Books, 1969.

Women of the Revolution: The Exploits of Jane Sullivan - Heroine of the American Revolution. (Phonotape-cassette) Center for Cassette Studies, 1972. 24 min. 1 7/8 ips.

5. The historical novel and biography

5.1 What was your first reaction to the book?
5.2 From your reading did all people feel the same about the Revolution? If not, what conflicting feelings were expressed?
5.3 Using the biographical tools in the library, look up the authors and illustrators of the books you used. What are their qualifications to write or illustrate books of this period? What other books have they done?
5.4 What did you learn about the contributions to society of your biographee; of the character, personality, and sense of values? To what extent could you share the problems, disappointments, achievements, successes?
5.5 Prepare a summary, either oral or written, on your biography and your historical novel. Include where and when the action takes place, what people or events are described and whether these people and events are factual or fictional. How accurate was the information in it about family life, manners and customs, social problems, religion, education, and occupations? Was it an individual biography, an autobiography, or part of a collective biography?

Library Resources

Albrecht, Lillei. The Grist Mill Secret. Hastings House, 1962.

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Coggins, Jack. Boys in the Revolution. Stackpole Books, 1967.

Dick, Trella Lamson. Flag in Hiding. Abelard-Schuman, 1959.

Edmonds, Walter D. "Gordon's Clearing." Seven American Stories. Little, Brown, 1970.

Forbes, Esther. Johnny Tremain; A Story of Boston in Revolt. Houghton Mifflin, 1943.

_____. Johnny Tremain. (Phonorecord) Caedmon Records, 1974. (TC 2049 two records, four sides, 33 1/3).

Fritz, Jean. Early Thunder. Coward McCann, 1967.

Holberg, Ruth Langland. The Girl in the Witch House. Hastings House, 1966.

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Lawson, Robert. Mr. Revere and I. Little, Brown, 1953.

Lowry, Janette. Six Silver Spoons. Harper and Row, 1971.

Mayer, Jane. Betsy Ross and the Flag. Random Landmark, 1952.

Miers, Earl Schenck. Yankee Doodle Dandy. Rand McNally, 1963.

Nelson, May. The Redbirds Are Flying. Criterion, 1963.

Orton, Helen Fuller. Hoof-Beats of Freedom. J.B. Lippincott, 1963.

Pace, Mildred Mastin. Early American: The Story of Paul Revere. Charles Scribner' Sons, 1940.

Ransom, Grayce. Adventure for Liberty," "Famous People Interviews," "Freedom Biographies," "Historical Hall of Fame," (Activity Cards) BFA, 1975 (Reading, Researching and Reporting in Social Studies)

Sutton, Felix. We Were There at the Battle of Lexington and Concord. Grossett and Dunlap, 1958.

Viereck, Philip. Independence Must Be Won. John Day, 1964.

Wise, William. Myer Myers, Silversmith of Old New York. (Covenant Books) Farrar, Straus and Giroux, 1958.

Wriston, Hildreth T. A Yankee Musket. Abingdon Press, 1959.

Zawodsky, Patience. The Mystery of the Old Musket. G.P. Putnam's Sons, 1967.

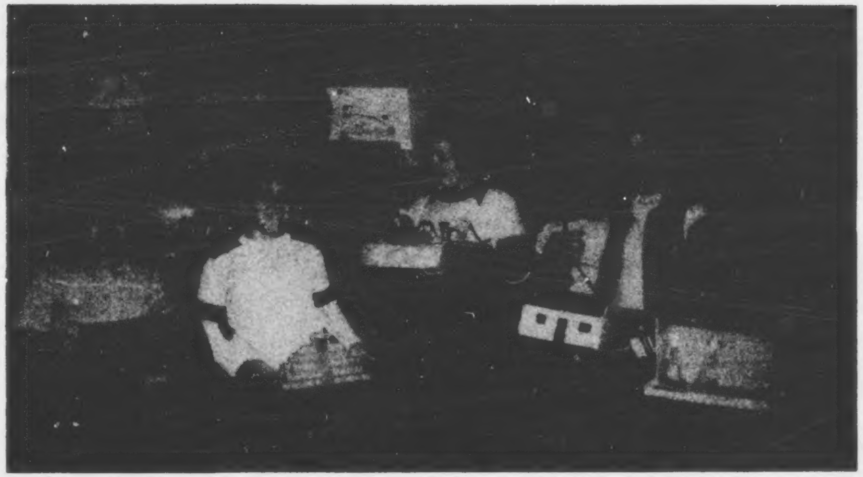
Historical Novel and Biography

Commire, Anne (editor). Something About the Author: Facts and Pictures About Comtemporary Authors and Illustrators of Books for Young People. Gale Research, 1972.

Mahoney, Bertha E. (compiler). Illustrators of Children's Books 1744-1945. Horn Book, 1947.

Silversmith, Judith. Index to Collective Biographies for Young Readers. 3rd ed. RR. Bowker, 1979.

Sarkissian, Adele (editor). Children's Authors and Illustrators: An Index to Biographical Dictionaries. 2nd ed. Gale Research, 1978.



Sample Worksheet for Oral Biographical Report

NAME ____________________________________

Directions: For the person you have chosen, answer the following questions. Answer in complete sentences. Write with a pen.

Subject's name ____________________________________

1. Why was this person important in American history?

____

____

2. Write at least one interesting fact about him or her.

____

____

3. If you could meet this person, what would you like to know?

____

____

4. When was this person born? ____________________________________

5. How old was he/she when he/she died? ____________________________________

6. Where did you get your information? Give title, volume (if an encyclopedia), and page (s).

____

7. Use the card catalog to see if there are any books, filmstrips, or other materials on your topic.
   a. Give title and call number of each:

   ____

   b. Is this person listed in any reference books OTHER THAN encyclopedias? Give title and page number.

   ______________________________ p. ______________

8. Write a short paragraph and tell what kind of person he or she was. Support your answer with some facts!

Use the back of the sheet for your paragraph.

FAMOUS
AMERICAN WOME

125

GRADE SIX: INDIVIDUALIZED READING COMPREHENSION: RUSSIAN FOLKLORE

SUBJECT EMPHASIS: LIBRARY MEDIA SKILLS

Skills of Inquiry and Investigation
Literary Understanding and Appreciation
Reading Guidance

READING

Literary Comprehension

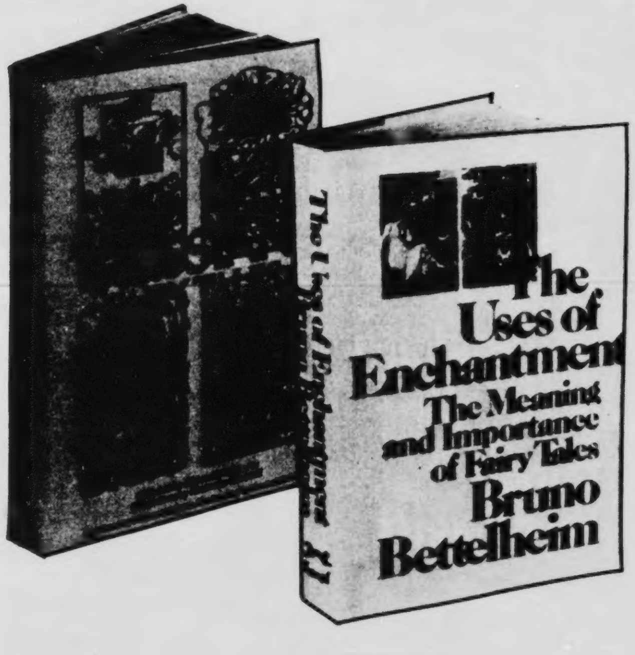
Rationale

At the intermediate level, students may be instructed in reading through the use of library books. This enables the child to select his/her own book which he/she reads at his/her own rate of speed. Through this method of instruction, the teacher and child discuss books together and together evaluate the child's progress. Students are permitted to share in their reading experiences with each other, reporting on books in many varied ways. The teacher is able to ascertain the skills each child needs for proficiency and to group students according to those needs for skills instruction.

Reading programs based upon an individualized plan of organization are based upon the belief that children learn to read more effectively through self-motivation, self-choice and self-pacing.

Approach

For the purposes of linking library and reading instruction within the organization of the school, the unit will be limited to the school library collection, although individualized reading programs involve a vast array of print sources which may be personally owned, borrowed from friends or the public library, text books, magazines and newspapers, original productions or ephemera. Primary to the process is the specialized teacher guidance required in the individual's selection of material, arrangements for private conference/interview sessions between teacher and pupil, a record keeping procedure for each student, support materials for skills instruction and a structure for grouping and regrouping of students for developing the required skills competencies which, according to Jeannette Veatch, must be organized on the basis of one specific purpose that will not change while the group is in existence. Also intrinsic to the basic principles of individualized reading instruction is the role that the students play in stimulating other children to read through shared experiences.



"To enter into effective partnership in the instructional team in reading, librarians need to know as much as possible about each of the children they serve. Librarians may find it helpful to keep on file a card for each child on which data pertinent to book selection and reading guidance can be recorded. Among the items that might be entered for each child are:

1. The name, age, and grade of the child.
2. Instructional and independent reading levels of the child.
3. A list or description of the child's areas of interest.
4. Some data related to the child's past reading experiences such as a list of titles that he has especially enjoyed.
5. Those areas, particularly in reference to reading skills, where the child needs special help or additional assistance."(1)

School librarian and teacher coordinated efforts can make important contributions to the child's growth in many of the basic reading skills. "There is a very fine line, if one exists at all, that separates the functions that a librarian performs in the areas of reading motivation and guidance from the evaluative function, for both go on simultaneously."(2) Vocabulary, word attack skills, comprehension and oral reading closely integrated with library skills instruction tie closely into the key area of reading ability.

Social Studies 4-6 published by the Bureau of General Education Curriculum Development, The New York State Education Department, recommends study of Eastern Europe with emphasis on the U.S.S.R. as an option at the sixth grade level. In conjunction with the geographic, historical, social, and economic emphasis, the school library media specialist would find this a most opportune time to emphasize the cultural aspects of Russian life with Russian Folklore as the vehicle to complement the classroom instructional units. The students will require assistance with comprehension reading skills through interpretation of descriptive passages and definitions of word meanings. The unfamiliar vocabulary found in the texts lends itself to dictionary activities which are meaningful and helpful for textual comprehension. With a focus on literary understanding and appreciation of the tales, the goals of individualization in reading and opportunities for students to interact with each other after reading should be featured. At the same time media skills objectives can be integrated with the classroom instructional social studies unit with connections to art and music. It is important that the school library media specialist communicate the interdisciplinary linkage role that the school library media center can provide. Schools that elect to study other cultures - Asia, Africa, South America, or the Middle East - may apply the structure of this unit to the folk tales of those cultures.

The teacher and the librarian need to have had time to meet and plan the unit prior to the time it is to be implemented. The unit's objective should have been established, the activities developed to achieve the objectives, the resources available collected, and the time frame established. The unit would probably run between three to ten weeks.

Prior to the start of the unit the teacher and librarian should review the students' reading folder to familiarize themselves with the students' skill level, interests and reading lists. If an interest profile has not been done, this should be considered. One such profile used in some schools is "Discovering Who I Am." It is described in Establishing Interdisciplinary Programs in the Middle School by Pumerantz and Galano.

The library and/or classroom atmosphere should also reflect the start of the unit by displays or bulletin boards that relate to Russia and folktales. The folktales to be read could be on display. A bulletin board could be made of riddles about the tales or it could be a treasure hunt with clues using a character, event, or place from each story.

With knowledge of the students' interests and abilities, the teacher and librarian may want to suggest some folktales to specific students or just use this knowledge to help guide the students in their choice of tales and the materials needed to complete their individual assignments.

Goals

At the end of the unit the student will be able to:

- Identify selected terms associated with Russian history, geography, economy, social life, and customs
- Tell a Russian folktale and describe how it does or does not reflect Russian life today
- Read carefully to locate facts.

At the end of the unit the student will be aware that:

- The folklore of a country is one way to gain an understanding of that country and its people
- Reading comprehension skills apply to academic subjects as well as books selected for individual enjoyment
- The selection and organization of facts related to a topic are important to the comprehension of the subject
- Similar ideas and concepts appear in different cultures

Objectives

I. Skills of Inquiry and Investigation

- A. Vocabulary Development
  1. Using Intermediate or Unabridged Dictionaries students will:
     - Relate illustrations to appropriate definitions
     - Verify pronunciation, spelling, hyphenation, and definitions.
  2. Students will consult Special Subject Dictionaries; e.g., Brewer's Dictionary of Phrase and Fable, as appropriate.
  3. Using Foreign Language and Bilingual Dictionaries; e.g., The Russian Alphabet Book and Dictionary of Spoken Russian, students will find definitions of foreign words and phrases.
- B. Music and Performing Arts

  Using Various Genres of Literature and References in the Arts students will:
  - Continue to discover inter-relatedness among artistic disciplines
  - Reinforce recognition of recurring themes expressed in creative performing arts.

II. Literary Understanding and Appreciation

Using Traditional Folktales students will:

- Plot the sequence of a simple cumulative tale
- Detect humorous elements in the tales
- Take turns as a storyteller, retelling parts of an entire story with increased detail
- Recreate familiar characters as stick or paper bag puppets, flannel board figures or pictures
- Draw conclusions from given facts

- Listen to variants of the same tale and choose a favorite version
- Increase vocabulary
- Enrich concepts gained in social studies through the beliefs and customs found in these tales from around the world
- Compare (with attention to detail) differences in illustrations of the same title
- Meet a familiar folktale theme and recognize it in another art form; e.g., "Sleeping Beauty"
- tape a story for younger children to hear
- Compare versions of the same tale from various countries or continents
- Locate different versions of a folktale listed in Eastman's Index to Fairy Tales, 1949-1972: Including Folklore, Legends and Myths in Collections.

III. Reading Guidance

By being exposed to a continuous reading guidance program in the elementary school, students will be able to:

- Share reading experiences
- Examine value systems of others
- Keep records of their non-assigned reading with reactions to specific titles and authors and follow-up suggestions for subsequent titles.

IV. Reading Skills

- A. Analyzing and Interpreting Information
  1. Selection and organization of facts related to a pertinent problem.
  2. Concept attainment in literary content.
  3. Consideration of relationships in the information (time, place, cause, effect).
  4. Reaction to the information.
- B. Meaning Skills
  1. Comprehension of the definitions of meaning given in the dictionary.
  2. Ability to determine which definition explains the meaning that the author had in mind when he used the words.

3. Ability to turn a definition back into context in which the unknown word was encountered; i.e., add "ing" to the definition of suspend for suspending.

Activities

Initiatory

Some of Chagall's paintings are on display. Students select activities from the "Firebird" kit (Jan Handy) after hearing "The Firebird," "The Horse of Power," and "The Princess Vasilissa" from Old Peter's Russian Tales.

The librarian might start the unit by telling the class that they are going to study the folktales of Russia in conjunction with their study of Russia. Have the children give their definition of a folktale, a fairy tale, a myth and a legend. Write down these definitions, differences, and similarities. When they have done this, assign individuals or small groups to look up the terms in several dictionaries and encyclopedias. The dictionary users can read the definitions they have found, but the encyclopedia researchers may have to just summarize what they find. Agree upon a common definition and what to look for in a folktale.

Discuss with children five motifs found in folktales so that they can be aware of recurring ones in their reading. The more familiar motifs may be grouped as:

(1) The reversal-of-fortune story
(2) The superhero story
(3) The droll story
(4) The animal story
(5) The explanatory or "pourquoi" story.

(Use examples of traditional tales they know from other cultures.)

Many stories fit into more than one category. Read "Sadko" to the group. Determine the category this story from Old Peter's Russian Tales fits. Ask: Why? Are the geographic references to real places? The natural phonomena realistic?

Read or tell the Russian folktale, "The Career of Igor Ivanov," from Potter's Myths and Folktales Around the World, or use the sound filmstrip, "Fish In the Forest: A Russian Folktale," from the Guidance Associates kit, What Is a Folktale?

From the bibliography prepared on Russian folklore students select the stories they want to read. Help each student with this selection. If the contract approach is used, the contract should be individually developed.

When the unit has been started, go over some of the vocabulary which the students will encounter and should be familiar with. Some terms can be found in regular dictionaries while others will require use of special subject dictionaries such as geographical dictionaries or Brewer's Dictionary of Phrase and Fable. Review the use of these special dictionaries and where these reference materials are found in the library. Have each child put each new word he/she encounters on a 3x5 card, look up, and record the definition that best fits what the author is trying to convey to the reader.

The stories listed below, as analyzed, indicate that the following vocabulary would require a teaching activity involving the dictionary for students' comprehension of the stories read. Direct the students to pronounce and explain these words before reading.

List 1:

abed
precipices
enjoined
accursed
quench
espied
beckoning
scepter
flickered
bewitched
scraped
galleries
bullied
simpleton
heed
caressing
snatched
hew
courting
tarry
ledges
crammed
threat

enchanted
abide
pyre
enraged
agile
ragabones
flaunted
beheld
scrabbled
flickering
bin
screeched
haughtily
bullyings
smote
heroic
chamber
solace
leapt
crafty
tasks
mangers
creaked

mansion
disappearance
vault
parlour
dismay
wheelbarrow
pealed

thrust
panic
dislodged
vulture
pasty
dismayed
whence

Students read the selection independently, noting any words they do not know by writing the word, page number, and line number in notebook. Students must not write in library books. See sample form below.

NEW WORDS FROM RUSSIAN FOLKLORE

WORD	PG. NO./LINE NO.	DEFINITION	NEW SENTENCE

When the initial reading is complete students use dictionaries to find a "best fit" definition for new words in context of the stories.

Literary Works used: A sampling of Russian folklore has been analyzed as a means of focusing on reading for meaning as students pursue individualized reading. This procedure would be followed for other versions and other tales used in the teaching unit.

Brown, Marcia (illus.) *The Bun*. New York. Harcourt, Brace, Jovanovich.

Duddington, Natalie (tr.) *Russian Folk Tales*. New York: Funk, 1969.

Fitzgerald, Burdette S. *World Tales for Dramatics and Storytelling*. Englewood Cliffs, NJ: Prentice Hall, 1962. (Stories used: Sawyer, Ruth. "The Deserted Mine," p. 172; Hodgetts, Edith M.S. "Ivashka and the Witch," p. 177; Guterman, Norbert. "The Cat, the Cock and the Fox," p. 180; "A Soldier's Riddle," p. 182; "The Turnip," p. 183.

Green, Margaret, comp. & ed. *The Big Book of Animal Stories*. New York: Franklin Watts, 1961. (Story used: "The Hare as Nurse to the Bear Cubs," p. 94).

Jameson, Cynthia. *The House of Five Bears*. New York: Putnam, 1978.

Manning-Sanders, Ruth. *A Book of Enchantments and Curses*. New York: Dutton, 1976. (Story used: "Vasilissa Most Lovely," p. 56).

Manning-Sanders, Ruth. *A Book of Kings and Queens*. New York: Dutton, 1978 ("Vanvoskka").

Manning-Sanders, Ruth. *A Book of Wizards*. New York: Dutton, 1977. ("Kojata").

Pushkin, Alexander. *The Tale of Czar Saltan or The Prince and the Swan Princess*. New York: Crowell, 1975.

Pushkin, Alexander. *The Tale of the Golden Cockerel*. New York: Crowell, 1975.

Ransome, Arthur. *Fool of the World and the Flying Ship*. New York: Farrar, Straus, 1968.

Red Fairy Book, collected by Andrew Lang, edited by Brian Alderson. Harmondsworth, Middlesex, England: Penguin Books. 1976. (Stories used: "The Death of Kashchei the Deathless," p. 14 and "The Norka," p. 99).

Regehr, Lydia. *Finist the Falcon Prince*. Minneapolis: Carol Rhoda Books, 1973.

Reyher, Becky. *My Mother Is the Most Beautiful Woman in the World*. New York: Lothrop, 1974.

Russian Folk and Fairy Tales. (Disc recording) New York: CMS Records, Inc., 1967. Contents: "Kuzma Quick-Rich," "The Twelve Months" and "Two Out of the Knapsack."

Salt. (Disc recording or phonotape-cassette) Weston, Conn.: Weston Woods.

Salt. (sound filmstrip) Weston, Conn: Weston Woods.

Zemach, Harve (adapted). *Salt; a Russian Tale*. Chicago: Follett, 1965. (Adapted from the Russian of Alexi Afanasen)

If all of the students are to read three of the same stories for a common background, it will be necessary to have multiple copies of the stories for each child or allow sufficient time for the students to read the copies placed on reserve in the library. When they all have done this basic reading, the stories should be discussed by the group. If some of the children have read different versions or translations of the same story, discuss how variations occur as stories are handed down orally and, as people move to different areas, differences in word meanings develop.

Developmental

Students reread stories, this time to answer the comprehension questions.

General discussion questions for teacher/library media specialist.

1. Describe Baba Yaga. The bird of fire. Th[illegible]a king.

2. How are areas of great distance described in the tales? What made you think that Russia was a big country in reading the stories?
3. What was life like for the Russian peasants? What were their houses like? What kind of clothes did they wear? How were their houses furnished? What did they cook with? What did they eat? What kind of musical instruments did they play?
4. What was the weather like in the stories?
5. How can you decide on the main idea of the story? Do the details help? Describe the feelings, actions, and reasons for the behavior of the characters in the tales.
6. Interpretive reading skills may be developed with students who elect the book, Finist the Falcon Prince. How did Vanya know what to request from her father to take on her journey?
7. Is Baba Yaga in the story you read another name for Ali Baba in "Ali Baba and the Forty Thieves" in the Arabian Nights?

It is important that as a child finishes reading a story that he/she has the oportunity to have a conference with the teacher or librarian at which time the teacher/librarian should be familiar enough with the story to ask questions that will test comprehension and vocabulary. For the story, "Kojata," found in Manning-Sanders A Book of Wizards, test comprehension by asking the following:

Comprehension Questions

1. What did the king find upon his return to the palace?
2. Where did Alexey first meet the green-eyed man (Wizard)?
3. Who was the thirtieth duck?
4. How did Prince Alexey tell the princess from her other twenty-nine sisters?
5. When did the Wizard know he would not be able to get his daughter back?
6. Why did the king cut off his beard and then decide to grow it again?

To check on their vocabulary have students define some of the words used in the story such as brine, goblet, cavalcade, hilt, scabbard.

Elicit their reactions to the story - do they think the character really lived; do the characters change their attitude; what do the speech, actions, physical descriptions, etc. tell you about the character?

Every other day or so there should be some opportunity to share the stories that have been read in a way that will encourage others to want to read the story. This could be done in a variety of ways. One time the children could make up riddles about some person or event in their story. Another time a child could pick up something that happened in the middle of the folktale and ask the others to tell what they think led up to this and what happens next. Have the children that have read one story that others have not read act it out using the dialogue for the others or have the first group mime the story with the watchers providing the dialogue from the action they see.

The number 3 is significant in many folktales. Some anticipatory reading skills may be built using a 3 x 3 questions strategy. Two students examine the title and/or cover of a story, then suggest 3 questions to be answered by reading. As soon as one is answered, that student suggests another to take its place, so that there are always 3 questions remaining to be answered until the child answers the seventh question. The first student to answer 9 questions is the winner.

To reinforce dictionary and research skills, assign each child an appropriate number of words, terms or phrases to be either looked up or researched in two or more places. Terms such as these can be researched:

List 2:

Volga River
tundra
mammal
boar
bison
ermine
Russian desert
Black Sea
lichens

Caspian Sea
taiga
Russian elk
beaver
marmot
badger
Caucasus Mountains
chamois
musk deer

Kremlin
Bolshoi
ballet
Trans-Siberian Railroad
Moscow
"Seward's Folly"
St. Petersburg
windows to the west
autonomous region
boyars
Golden Horde
oprichniks
Romanov
Peter the Great
Mother Russia
Lenin
duma
Bolshevik
Karl Marx
Five Year Plans
land, peace, bread
politburo
Izvestia
Tass
Kosygin
May Day
state farms
race to the moon
scorched earth
The Cold War
SALT
missile crisis
White Russians

Czar Ivan III
Czar Nicholas II
balalaika
Vladivostok
Lake Baikal
Lenin
The bear that walks like a man
Chernozen
Boris Godunov
Ivan the Terrible
Catherine the Great
serfs
Stalin
Rasputin
Communism
The Communist Manifesto
Kulaks
The Communist Party
The Secret Police
Pravda
Little Russians
Cyrillic alphabet
Khrushchev
Brezhnev
collective farms
The Party Line
sputnik
iron curtain
the hold line
Truman doctrine
Soviet of Nationalities
Russian Orthodox

THE SOVIET UNION
LAND OF MANY PEOPLES

SAMPLE WORKSHEET

NAME ______________________________

II. DIRECTIONS: Choose 10 terms from list 2.
Describe in your own words what the term means and its importance.

Term: ______________________________

Meaning ______________________________

____

____

____

Where did you get your information? (Title and page)

______________________________ p. ________

Term: ______________________________

Meaning ______________________________

____

____

____

Where did you get your information? (Title and page)

______________________________ p. ________

Meaning Skills

During discussion led by teacher and/or librarian, the students, through context clues followed up by dictionary usage where required, will be able to understand the following expressions and phrases used in the folklore read.

- ancient one
- as proud as Croesus
- Baba Yaga
- bound it with iron hoops
- bright masses of ore
- climb to heaven on cobwebs
- clumps of sod
- cocking his ear
- collection of curios
- crooked-pawed bearskins
- cursed like madmen
- elegant crystal coach
- Empress of Russia
- good-humoredly
- grind wheat
- His Kingdom
- in his stead
- like sheep in a pen
- Little Grandmother
- mighty host
- more and more marked
- o'er the water's foam
- Old Father
- rich trappings
- rocky peaks
- sheer walls
- sleeping herbs
- snuggled down
- sorry colt
- stamping out
- steel walking staffs
- sugary honeycombs
- thin voice
- tore across
- water of life
- wept full sore
- wherefore hast thou come hither?

After the students have become familiar with these new words, develop a crossword puzzle or have a student make the puzzle that would be based on these words. Use the words to play "Russian scrabble" or anagrams.

Culminative

Ideas for individual projects related to Russia and folktales should be broad enough to cover all of the abilities of the children. While you may want some children to work together and others individually, the project(s) should challenge but not overwhelm the child.

Do an outline map on one of these: where different nationalities live in Russia, climate, or rainfall.

Have a child or small group that have not read the story "Peter and the Wolf" listen to the record. Then have them tell what they heard to a child or group that has read the story. The "readers" can tell the "listeners" if what they heard is in the story or is different from the printed version.

Show pictures of Baba Yaga, the Great Gate of Kiev to one group. Have another group listen to Mussorgsky's "Pictures at an Exhibition." Have them describe the images the music creates for them. Does it compare with the printed pictures?

Learn a Russian folktale using a tape recorder to help you. When you have mastered it have the teacher or librarian review it, then tell it to other children.

Make a flannel or papier-mache figure to represent a character from a Russian folktale. On an index card describe the character and identify the story, the author, and the book in which the story can be found.

Dress a doll to represent a character in a story. On an index card describe the character. Identify the story, author and source.

The Peter Tchaikovsky Story

© Walt Disney Productions

Do a report on one of these topics:

Climate in Russia - the kind of climates found, their effect on people, vegetation, variations in temperatures.

Ways of earning a living.

The history, customs, language, and traditions of one of these groups: Cossacks, Georgians, Uzbeks, Finns.

Sample listing of subjects to be explored:

Art and Architecture - Vasily Kandinsky
Marc Chagall
Hermitage Museum
Pushkin Museum
Byzantine
Illya Yefimovich Repin
icon

Dance - "The Nutcracker"
George Balanchine
Serge Diaghilev
Prince Igor
Scheherazade
"Cinderella"
Moisseyev (Moisheyer)
The Bolshoi
Kirov
Nijinsky
Anna Pavlova
Tamara Karsavina
Michel Fokine
"Swan Lake"
"Sleeping Beauty"

Theatre - Stanislavsky

Music - Alexander Borodin
Peter Tchaikovsky
Glinka
Bolakirev
Ciu
Moussorgsky
"Peter and the Wolf"
Rimsky-Korsakov
Prokofiev
Khatchaturian
Shostakovich

Literature - Tolstoy
Pasternak
Afanas'ev
Pushkin

From discussion about folktales and from their readings, have students list facts about what a folktale is for future reference.

Russia is a very large country. From your readings what clues do you find to support this? Is Russia larger or smaller than the U.S.? Look in an atlas or almanac to find the five largest countries in the world.

Make a deck of 52 cards depicting people or things from one of the folktales. Make 4 of each card. Give each set of cards a numerical value from 2 to 10. Use the deck as you would to play War, Go Fish, or any other card game.

Many of the toys described in stories such as "Fish in the Forest" are made of natural materials - pine cones, moss, grass, shells, etc. Make a toy using just glue and natural materials.

Write a song based on a story you have read. Make up the words and then use either the music from a popular song you can sing or make up your own music. Sing it for the class.

Draw a picture or make a sculpture, mobile, transparency or other art object of your choice to show a scene from a folktale you enjoyed.

Using baker's clay (4 cups or 960 ml. flour, 1 cup or 240 ml. salt, 1½ cups or 360 ml. water) construct a replica of Baba Yaga's house.

Evaluation

Vocabulary Development

1. Have students sort sample terms from their vocabulary notebooks or card files by asking: Are there any items on the list that are alike in some way?
2. Have them explore ways to group such common characteristics as names, descriptions, action words, or unique expressions.
3. Let students explore ways to regroup, looking at differences such as names of places, names of people, names of story characters, similes.
4. Observe students group terms in their notebooks independently.

Comprehension

1. Select a paragraph from a story that a student has read. Have students determine key words by answering Who? What? When? Where? Which?
2. Have students find substitutes for as many key words as possible.
3. Monitor students as they restate in one sentence the meaning of the paragraph as they have paraphrased it.

Specialized Dictionaries

Select terms from the word lists introduced above. Have students group terms under the title they think will most likely contain the definition. Then they search. If the term is included they write the definition. If not, they note the subtitle, preface or introduction to determine why and write the reason. Dictionaries listed would include:

Rainbow Dictionary
Thorndike Barnhart Intermediate Dictionary
Webster's Third New International Dictionary
Music Dictionary
Webster's Biographical Dictionary
Webster's Dictionary of Proper Names
Reader's Encyclopedia
Royal Book of Ballet
Dictionary of Costumes
Funk and Wagnalls Dictionary of Folklore, Mythology and Legend
Brewer's Dictionary of Phrase and Fable
Mathematics Dictionary
Dictionary of Spoken Russian

Concept Attainment in Literary Content

Use an appropriate selection from the folklore. Have students read to discover words that are descriptive of:

1. The relationship of the peasant to the ruling class,
2. Reward of good, punishment of evil,
3. Attitudes toward the elderly,
4. Role of women in Russia, or
5. Attitude toward nature.

Have students state the concept in their own words and use examples from other stories they read during the unit.

Bibliography of multimedia resources

Available separately from the Bureau of School Libraries.

Reference Notes

(1)Veatch, Jeannette. Individualizing Your Reading Program: Self-Selection in Action. New York: Putnam, 1959.

(2)West, Roland. Individualizing Reading Instruction; Its Implications for the Teacher and Librarian. Port Washington, N.Y.: Kennikat, 1964. pp. 98-88, 112-113, 129, 140-141.

PICTURE CREDITS

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GRADE SIX: CULTURAL AND HISTORICAL PARALLELS

SUBJECT EMPHASIS: LIBRARY MEDIA SKILLS

Skills of Inquiry and Investigation
Literary Understanding and Appreciation

SOCIAL STUDIES

Europe: The Middle Ages
A Historical Summary

Rationale

From The New York State Education Department publication, Social Studies 4-6; a Recommended Program, the Middle Ages has been selected as a recurring unit of instruction on the sixth grade level. The unit affords emphasis on the development of concepts and understandings that find parallels and contrasts in other places, in other eras. This is consistent with the current trends in social studies methodology.

This approach grows out of a realization that the content of social studies is vital to the child only when it helps him to better understand the world, its peoples, and its problems. It assumes that there are generalizations that can be made and that there are open-ended questions. Teaching for understanding in the social studies necessitates teaching techniques which encourage in-depth inquiry, substantiation of conclusions with significant data, and individualized approaches to problem solving.(1)

Approach

The theme "The Middle Ages: Historical and Cultural Parallels" has been chosen as a label for the unit for the teacher and librarian. Students will give the unit a name that appeals to them as the inquiry progresses. The concept of happening at the same time, concurrent, simultaneous is basic. The approach may be referred to as a multidisciplinary or correlated one. Just as students will give the unit a name, they will also establish the categories for inquiry/investigation.

Teams of students 1) brainstorm from their own experiences, 2) categorize/classify their ideas, 3) hypothesize about other's experiences and undertake inquiry/investigation activities to 4) verify their conjectures. Reporting activities afford numerous possibilities for 5) inferring and generalizing.(2)

This approach may be an interesting strategy for this particular unit in schools where the curriculum guide or syllabus breaks with European chronology at the end of the Middle Ages and the emphasis turns to major culture regions of the present day. After a study of major culture regions in the Eastern Hemisphere, the approach offers a strategic link for building on to past understandings and bridging new ones. Ultimately, its purpose as a model in this document is to show how the approach may be developed linking academic disciplines as well as strengthening library media skills. The strategy provides for connections between learnings in separate areas to be assimilated and integrated by the student in his world more effectively.

The Middle Ages, that period of European history between the fifth and fifteenth centuries A.D., roughly marked by the decline of the Roman Empire and the rise of the Renaissance, is the historical "moment" here. Other eras could be adapted in local districts desirous of employing the approach at the middle grades level.

A literature web for middle school grades, based on the Legend of King Arthur and his knights, is included as an alternative. There is no intention here for each student to engage in every activity. Those activities intended for the entire group are marked - LGA, for small groups - SGA, for individuals -IA.

Objectives

I. Skills of Inquiry and Investigation

A. Use of the Key Word in Investigation

Using critical thinking, reading skills, textbooks, dictionaries, encyclopedias and . . . Subject Index to Books for Intermediate Grades, students will:

- Try more inclusive or more specific terms when using the card catalog or index
- Use both aspects of an intersecting subject; e.g., the Church of the Middle Ages.

B. Analytical Inquiry

Using general overview references, students will:

- Determine purpose for reading further.

Using acceptable bibliographic form, students will:

- Record sources of information that are useful.

Using notetaking skills, students will:

- Take notes about facts to be used later
- Make an outline, if necessary, or summarize
- Take notes while continuing to listen and observe.

C. Chronological Inquiry

Using chronologically arranged references, students will:

- Confirm understanding or measured periods of time
- Read to increase associations between historical developments and social, economic and cultural trends.

Using DeFord's Who Was When, students will:

- Read to confirm knowledge of relationships among events (and personages associated with them) that occurred in different places simultaneously or at different times
- Practice skills involved in reading a comparative time line.

Using cultural history sources, students will:

- Extend skills of analyzing cause and effect relationships.

II. Literary Understanding and Appreciation

Using Epics/Legendary Hero Tales, the students will:

- Gain an understanding of the culture of the hero
- Be familiar with literary character models that have had timeless appeal for children across generations and continents.

III. Reading Guidance

Using library resources that emphasize personal growth and change, students will:

- Recognize universal characteristics in a variety of life styles.

IV. Social Studies Understandings

A. Apparently unrelated events and trends occurring in widely separated parts of the world can eventually result in conflict or harmony of worldwide significance.

B. Historical periods are convenient as labels for organizing study. They are not scientifically assigned.

C. Approaching events from an individual perspective may lead to broader understanding of chronological and parallel relationships.

D. During the early Middle Ages, most of what is now Western Europe was united under the Church and one political leader.

E. The breakup of the Roman Empire gave rise to conditions which allowed the feudal system to develop in Europe.

F. The feudal system lasted for several hundred years before strong, central governments were established and the several nations of Europe emerged in their present form.

Activities

Initiatory

Chronological Inquiry

Social Studies Understandings

Activity One - LGA in classroom

Introduce parallel concept and reinforce Taba model through oral discussions.

a. Motivational Questions and Discussion

Use lead statements to this effect.

Suppose, through the use of closed circuit television, it were possible to switch on a monitor and see on a screen what everyone in our families is doing at this very moment. 1:14 p.m. Jot down what you think you might see. Include yourself. Now put the ages next to them. Do you notice any differences in the activities? Tabulate or put them on some sort of chart. What headings might we have? Perhaps you know a word for what is happening at the same time something else is happening? Think for a moment. One might call this looking at simultaneous events. Another way is to say that we are looking at parallels. The closed circuit screen of the mind was used to do this. This means we have hypothesized with no proof. (Allow discussion.) Describe a more scientific way to find out.

After hypothesis, the next step is to prove or disprove. How is this done? What is that process called?

Tonight, verify the hypothesis you have made about your family's activities if you can.

b. Resources

chalkboard, pencils, paper.

Activity Two - LGA in classroom

Oral discussion to examine hypothesis made about family in prior session.

Have students brainstorm to list typical day's activities for an eleven year old girl/boy today in your neighborhood on a time line.

N.B. The teacher directs this activity as a model for small groups. Less able students may work here rather than in teams below.

a. Motivational Questions and Discussion

One way to see differences and similarities in the way people live is to describe their routines. What is a routine? A schedule is a way of showing how time is spent. Show a typical schedule for sixth graders in our school. Take 10 minutes to jot down your own schedule. Tabulate these for our class. Use the 24 hours of the day as a short time line.

b. Resources

chart paper, dittos as shown on the following page:

c. Multimedia

Burns, Marilyn. I Am Not A Short Adult! Little, Brown, 1977.

Churchill Films. Time Lines and Events. (16mm film) Churchill, 1975. (color 19 min).

Time Lines: World History Through the Ages. (Poster) Grosset.

Zarchy, Harry. Wheel of Time.

Activity Three - SGA

Divide the class into 3 teams to work with the classroom teacher and library media specialist.

Using chart paper have each group brainstorm as below:

Team A. You are a present-day rabbi/priest/minister/spiritual leader. List your activities in a typical day on a time line.

Team B. Brainstorm to list the typical day's activities of a working man/woman in America today on a time line.

Team C. Brainstorm to list the typical day's activities of a 77-year-old man/woman in America today on a time line.

a. Motivational Questions and Discussion

When we worked with the family members activity chart there were some differences in activities. How do you account for this? There were some similarities. How do you account for this? Add detail in the hypothesis so that someone from another culture or another country gets a good picture of a "typical day" in this town; e.g., How does the working person get to work?

b. Resources
chart paper and dittos.

Activity Four - SGA
Have teams categorize under general headings on chart paper. Let students work from the general to the specific. Manage this so that a list of headings is made. Teams might determine the following categories for inquiry/investigation:

Clothing/grooming/adornment
Communication/language
Education
Employment/manufacturing/trade
Family life/roles of men, women, children
Food/agriculture
Geography
Government/defense/protective services
Housing/furnishings
Money/medium of exchange/economic structure
Philosophy
Recreation
Religion
Science and Medicine
Transmission of culture through music, art, theatre, literature, and other fine arts
Transportation

a. Motivational Questions and Discussion
Notice some similarities and differences again among activities for a group and for individuals. What are some general headings that may be used for the activities being listed now?

b. Resources
chart paper, magic markers.

c. Multimedia
Agency for Instructional Television. "Finding Patterns: People Patterns, program 24" and "Cultural Patterns, program 26." Thinkabout. ETV

Literary Understanding and Appreciation

Activity One - LGA Participatory Storytelling: Legendary Cycle
Prepare an Arthurian legendary cycle, a legendary cycle from Robin Hood or gives a book talk on historical fiction set in the Middle Ages. Titles for independent reading on are display for browsing and borrowing. For example, library media specialist motivates and introduces Arthurian legendary cycle by telling some background and "How Arthur Became King." Students read other legends and taking the role of individual knights prepare coat of arms, tell the knight's adventure and join the round table. See King Arthur bibliography, available from the Bureau of School Libraries, for versions and legends of individual knights.

Sample Cycle:
"How Arthur Became King"
The Wandering Knight
The Sword and the Grail
Sir Gawain and the Green Knight
Sir Gawain and the Loathly Damsel
Tristan and Iseult
"Camelot"

Activity Two - I A
Guide students to read legends independently and to discuss or prepare other means of sharing. Suggestions in Beck. Guidebook for Teaching Library Skills, Book 3. pp. 114-115.

Developmental

Analytical Inquiry

Chronological Inquiry
and
Social Studies Understandings

Activity One - IA Outside Reading
Students are directed to read one of the following sources prior to the next session. They will note specific pages that help verify hypothesis.

Cairns, Trevor. The Middle Ages. pp. 6-29, 54-66.
Educational Research Council. The Human Adventure: Medieval Civilization Chapters 1-6.
Hartman. Medieval Days and Ways. (Chapters 1 and 2).
Hindley, Judy. Time Traveller Book of Knights and Castles. pp. 2-11.
Jupo, Frank. Walls, Gates and Avenues; the Story of the Town. pp. 31-38.
King, Fred M. How People Lived in the Middle Ages. pp. 25-38.
Silverberg, Robert. Home of the Red Man. Chapter 4,5,6, or 8.

NAME________________________ CLASS ____________________ DATE __________________

SIMULTANEOUS EVENTS: A TYPICAL DAY IN THE 1980's

	11-year-old	American Rabbi/Priest Minister/Spiritual Leader	American Worker	77-year-old American
6 - 7 a.m.				
7 - 8 a.m.				
8 - 9 a.m.				
9 - 10 a.m.				
10 - 11 a.m.				
11 - 12 a.m.				
12 - 1 p.m.				
1 - 2 p.m.				
2 - 3 p.m.				
3 - 4 p.m.				
4 - 5 p.m.				
5 - 6 p.m.				
6 - 7 p.m.				
7 - 8 p.m.				
8 - 9 p.m.				
9 - 10 p.m.				
10 p.m. - 6 a.m.				

Ulyatt, Kenneth. The Time of the Indian. pp. 3-19.
Unstead, R.J. Living in a Castle.
_____. Living in a Medieval City.
_____. Living in a Medieval Village.
Young People's History of the Medieval World.

Activity Two - SGA
In the library media center have students view one of the following filmstrips. They will look for ideas about what daily life was like betwen 500 and 1500 AD.

EBE. Indian Cultures of the Americas.
Eye-Gate. Man Achieves New Freedoms - The Middle Ages 1000-1492.
Eye-Gate. The Nations Arise - The Dark Ages, 400-1000 A.D.
McGraw-Hill. Our Heritage from Medieval England.
Miller-Brody. How the Indians Discovered a New World. (Parts I and II).

Have students in each team make a source card for the filmstrip. Show and explain each part of the chart. This will be card #1.

Activity Three - LGA
Lead oral discussion to compare the similarities and contrast the difference in the activities shown on chart for typical day for 6th grader in the school with:

1. Those of a Native American boy/girl living between 500-1500 A.D.
   and
2. Those of a child of a serf and of a noble in Europe in the Middle Ages.

N.B. Teacher continues to direct.

a. Motivational Questions and Discussion

From the filmstrips you have seen, you may have some impressions of what life was like in another time or place. Some of you based your opinions on the filmstrips you saw. How can we make sure to recall what filmstrip was used when we want to find it again? Use what you just saw to see how well the filmstrips clarify the closed circuit pictures of activities for 11-year-olds like yourselves some 500 years ago - or some 1500 years ago. Choose whether you are living in Europe or in what is now the United States. Hypothesize about your activities. Who was living in what is now the U.S. between 500 and 1500 A.D.? Be specific: What would you wear? How would your food be prepared? So, now we know, right? This is how an 11-year-old lived in Europe or in the U.S. 1500 years ago. How can we be sure?

b. Resources

Filmstrips listed above, charts of activities for 11-year-old's typical day prepared in prior session, 8½ x 11 notebook paper cut in half horizontally or 5 x 8 index cards, pencils, chalkboard, or enlarged bibliographic entry for filmstrip to show call number, Title (underlined), City: Producer, date.

The Time Traveller Book of
KNIGHTS & CASTLES
BATTLEGAME BOOK 2
KNIGHTS AT WAR
ANDREW McNEIL
The Time Traveller Book of
VIKING RAIDERS

Activity Four - SGA Teacher

Have students work in teams to compare and contrast. They will hypothesize.

Team A. Compare the similarities and contrast the differences between these activities with those of a Native American spiritual leader (specify type) living between 500-1500 A.D. and a priest living in Europe in the Middle Ages.

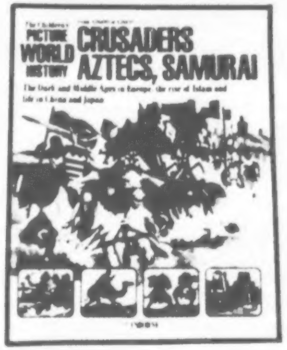
Team B. Compare the similarities and contrast differences in these activities with
1. those of a Native American man/woman living between 500-1500 A.D. Specify the tribe.
2. those of a man/woman of the merchant class in Europe in the Middle Ages.

Team C. Compare the similarities and contrast differences in these activities and
1. those of a 77-year-old Native American man/woman living between 500-1500 A.D.
2. those of a 77-year-old man/woman living in Europe in the Middle Ages.

a. Motivational Questions and Discussion

In your small groups, set up hypotheses the same way for the persons you are working on. Are there any broad headings that can be used in order to put similar activities together?

After charts are developed: How can we verify these hypotheses? Will viewing the filmstrips again be enough? What else is there?



Chronological Inquiry

Activity One - SGA Library Media Specialist.

Have students make source card for the book they read. Demonstrate sample to show call number. Author (Last name first, first name or initial). Title (underlined). City: Publisher, date. Number this card #2.

Activity Two - SGA Teacher and Library Media Specialist.

Guide students in noting on their charts in each team those hypotheses that are correct (+), incorrect (-) or still in question (?). The team member with the proof documents this in notebook. The team members then are assigned categories for further inquiry. The categories are the ones decided earlier by the class.

Use of Key Word in Investigation

Social Studies Understandings

Activities

This cluster of 5 activities is designed for each team to have each experience under the direction of the library media specialist. Students will search for information in assigned categories and will be responsible for getting a list of at least 5 resources in the assigned category to each of the three teams working on religious leader, working class, elderly. When teams are given lists, notetaking and/or outlining activity may follow under direction of the teacher.

Activity One -

Have students use card catalog and find resources to verify generalizations. First, direct them to search according to subject headings. Later, a bibliography showing only author's last name and title is distributed in order that students may locate call numbers in card catalog. They are directed to write down call number, get materials from shelves.

Activity Two -

Let students use index and key words from headings developed to find information in pre-selected resources. After skim-reading, the students make source cards for items that are useful and submit 5 for the category assigned.

Activity Three -

Guide students' viewing of Life in a Medieval Village and Life in a Medieval Castle (McGraw)
Have them view entire filmstrip.

- Make a note card for the source. Show call number, Title, City: Producer, date. Number this card #3.
- Write one fact you recall on a single card. Make at least three cards - one for each fact. View again. This time stop and verify facts recalled above. Note # of frame.
- Add subordinate facts, explanations, examples. Put the number from the source card (#3) in the upper left of each note card.

Activity Four -

Burns' I Am Not a Short Adult!, Cairns' Middle Ages, Creative Visuals, First Writing Tools, First Books, (Trans.), DeFord's Who Was When, Human Adventure: Medieval Civilization, McNeil's How Things Began and Zarchy Wheel of Time are used to show examples of time lines. Guide students to discover which are comparative. These may help them decide on how to set up their format for final chart.

Activity Five -

Notetaking and outlining under direction of teacher, assisted by library media specialist, using sources cited on resource unit bibliography.

a. Resources

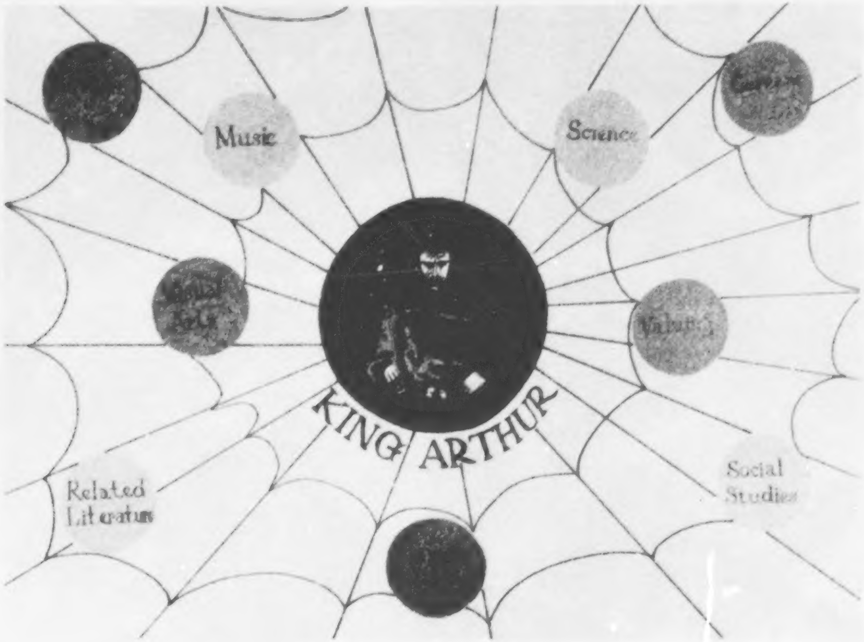
SRA Research Lab #7 Dante, Chaucer, Cervantes, Shakespeare
#18 Anglo-Saxons, Vikings, Normans
#19 Medieval Street Plays
#22 Medicinal Plants

A LITERATURE WEB FOR MIDDLE SCHOOL GRADES
BASED ON THE
LEGEND OF KING ARTHUR AND HIS KNIGHTS

Storytelling is a viable learning experience in its own right. Selecting the story and version most appropriate for the listening audience and telling the story convincingly provide children with opportunities for growth in such skills as listening, language development, predicting outcomes, visualizing from verbal images, and sensing cause and effect relationships.

Literature of value has many facets of interest for readers. The identification of these facets may lead to discovery of the increased possibilities for using a book. In this way the teacher or library media specialist can plan to follow interests and extend understandings children gain from meeting a book.

"Rather than being restricted to a single lesson plan, which might not meet the needs of the particular group being taught, the leader who has thought through the potential of a particular book may explore as many aspects as seem worthwhile for the developmental level of the children. A way of planning for the various directions as discussion might take, or the possibilities for interpretations, or extended reading can be shown in a diagram called 'a web.' No teacher or librarian would ever want to have a class pursue all these possibilities, for fear of destroying a book with too much attention! But the very fact of having mapped the possibilities enables the teacher to link knowledge of the potential of the book with children's interests, past experience, and growing abilities."(3)



Developing Literary Awareness

AUTHOR'S BACKGROUND

1. Who is the author of one version of the King Arthur legends?
2. What other books had he written before writing this one?
3. Tell what sources this author used for writing the version you used.
4. Explain the origin of those sources.

CHARACTERIZATION

1. Make up "Who am I" riddles for five of the knights of the Roundtable.
2. Find passages in your reading that describe how characters in stories of King Arthur felt about him as a person.
3. What qualities do you admire in King Arthur? How do these qualities affect his behavior in the legend you read?
4. Complete "Face to Face; a Character Interview" (Scholastic Magazine, 1978) for one character in an Arthurian legend.
5. Role playing.

FACTUAL BACKGROUND

A hero epic may have as its central character some real person. Find out what factual information the authors may have used to build the legends of King Arthur. List your resources.

POINT OF VIEW

Tell a brief adventure from one of the legends from the point of view of being one of the main characters (first person).

PLOT DEVELOPMENT

1. Prepare a genealogical chart of Arthur, Mordred, Guinivere, Gawain, Gaheris, Gareth and Agravaine. List your sources.
2. Prepare a genealogical chart of Sir Galahad. Use an illustration or symbol to show something important about each character. List your sources.
3. After reading one of the legends discuss the following questions:
   Did y[illegible] like the way the selection ended?
   If not, what change would you make?
   Why do you think the author ended the selection this way?
   Were you able to guess how the selection would end?
   Do you like to be able to guess the ending or would you rather be surprised?
   How did the ending make you feel?
4. Design a multitych to show the main events, and the event preceding and following the main event in an Arthurian legend you have read or heard.

SETTING

Mark the legendary location of Camelot and some of the major battles on an outline map. What is the present -day name of this location?

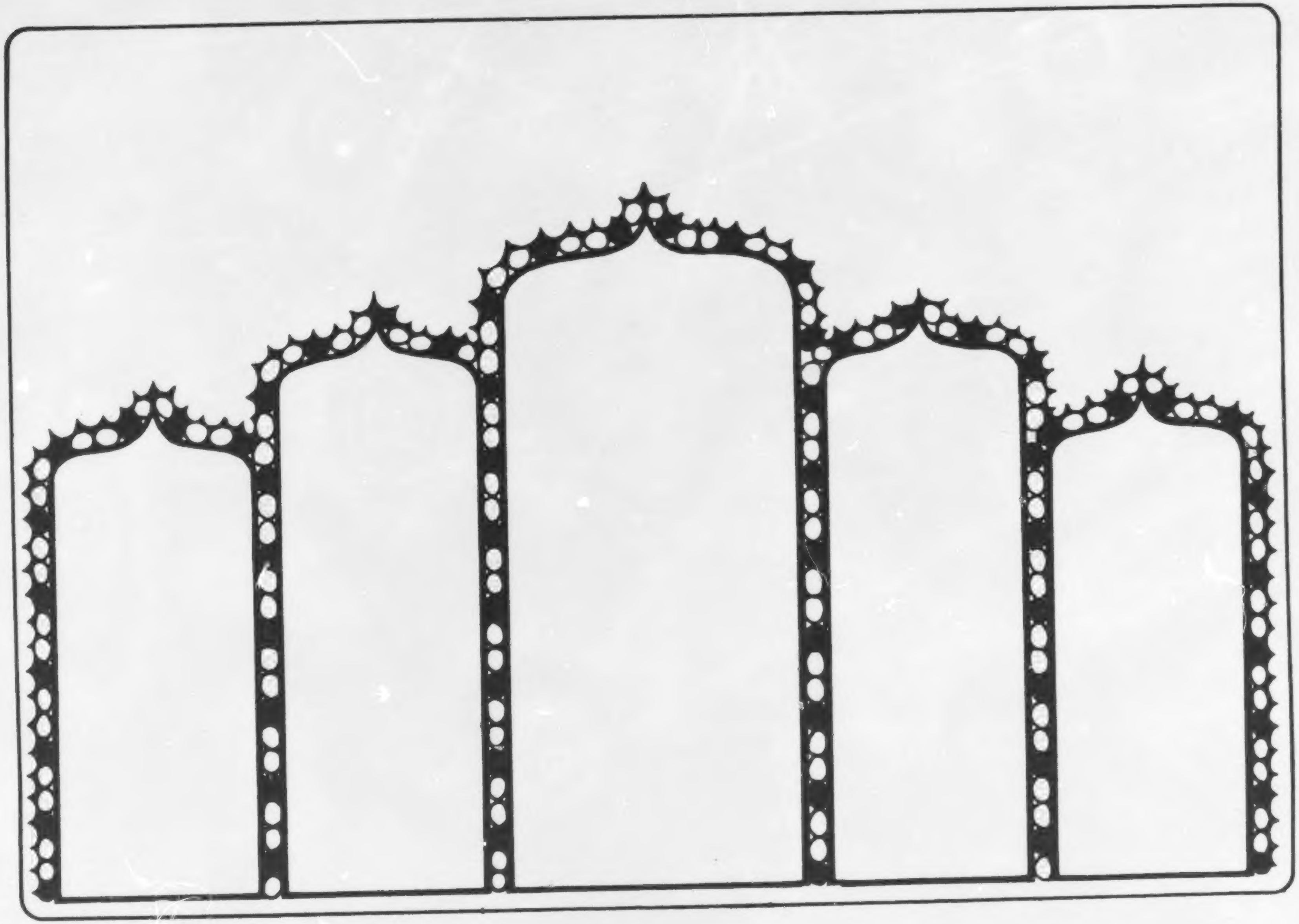
Read William Mayne's EARTHFASTS and other titles in the "Time Travel Thematic Box" as suggested in Wehmeyer's The School Librarian as Educator. Libraries Unlimited, 1976.

Use "A Challenge, Program #15" from THINKABOUT, Agency for Instructional Television, 1979 for suggestion of activity.

Create dioramas, coats-of-arms, puppet shows.

THEME

1. What was the theme (special idea or thought) in the legend you read or heard?
2. How did you discover the theme through the title, the author, the main character, another character?
3. Describe incidents in which any of the following occur or are discussed in the legend:
   a. Love transforms ugliness.
   b. A riddle must be answered to obtain a favor.
   c. Jealousy causes hurt.
   d. More is gained through unselfishness than through selfishness.



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Multitych

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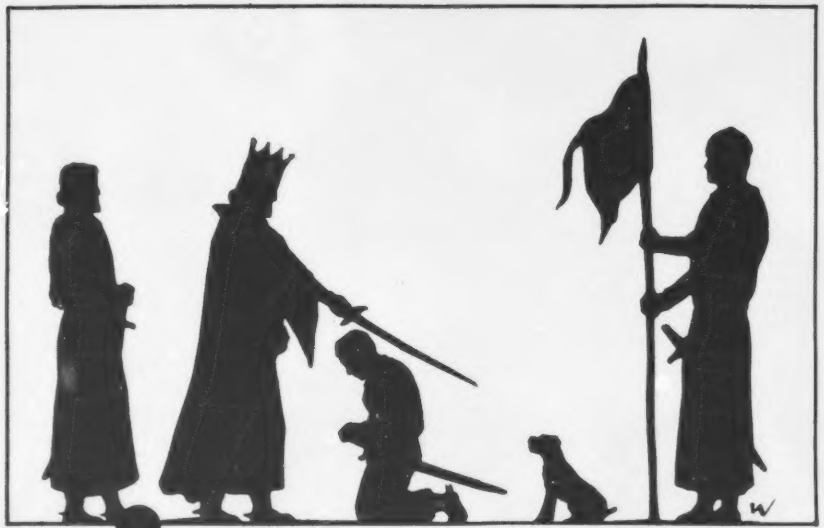
SEARCH FOR IDEAL/PERFECTION

Barret, Leighton (adapter). The Adventures of Don Quixote de la Mancha; adapted from the Motteux translation of the text of Miguel de Cervantes. New York: Knopf, 1960.

Palacios, Argentina. The Knight and the Squire; A Retelling of the Adventures of Don Quixote and Sancho Panza based on Cervantes' Don Quixote de la Mancha. New York: Doubleday, 1979.

Wasserman, Dale. Man of La Mancha. New York: Kapp Records, 1966. 33 1/3 rpm.

Listen to the story and musical. How does Don Quixote remind you of King Arthur? In what ways are they different?



USE OF SYMBOLS

Describe incidents in which the following occur or are discussed in the legend.

1. The Quest for the Holy Grail
2. Test to prove birthright
3. Mistaken identity

List the sources you use.

What other stories can you recall that use one of these symbols?

Relate the incident.

Related Literature

EPIC HEROES

Like King Arthur, the following are considered epic heroes - a cultural or national hero embodying all the ideal characteristics of greatness in his time. Compare one of these with the legendary greatness of King Arthur.

Gassire
Rama
Robin Hood
Roland
Scheherazade
Sigurd/Siegfried
Sundiata
Ulysses/Odysseus
El Cid

BIOGRAPHIES OF OUTSTANDING LEADERS

Compare King Arthur to one of the following:

Julius Caesar
Martin Luther King
Hannibal
Winston Churchill
Napoleon
Saint Joan
Saint Francis Of Assisi
Harriet Tubman
Mahatma Gandhi
Charlemagne
Martin Luther
Adolf Hitler
Mansa Musa
Luis Munoz Rivera
John Fitzgerald Kennedy

Discuss:

1. Birthright and childhood
2. Appeal to followers

3. Demands on followers
4. Goals sought
5. Characteristics of followers
6. Destiny
7. Accomplishments
8. Legends/Legacy

MIDDLE AGES - BIOGRAPHICAL ACCOUNTS

See Hotchkiss, Jeanette. EUROPEAN HISTORICAL FICTION FOR CHILDREN AND YOUNG PEOPLE, 2nd ed. Metuchen, N.J.: Scarecrow Press, 1972.

MIDDLE AGES - HISTORICAL FICTION

See Hotchkiss, Jeanette. EUROPEAN HISTORICAL FICTION FOR CHILDREN AND YOUNG PEOPLE, 2nd ed. Metuchen, N.J.: Scarecrow Press, 1972.

Culminating

Art

1. Plan a field trip in your hometown as a treasure hunt for Gothic architecture and/or stained glass windows. What buildings would be included? Photograph or sketch your findings. What techniques were used to give the architectural effects? If the stained glass windows "tell stories" as the medieval ones did, what stories do the windows in your town tell? List the sources you use.
2. View the set of slides made at the Cloisters. Where would one find examples of these crafts in America today?
3. Design a "stained glass window" to tell the story of an adventure undertaken by one of King Arthur's knights. Acknowledge your source.
4. You are about to become a knight. Design a coat of arms for your shield using your family crest, astrological sign, or an illustration of something important to you as a person. List the sources you used.

Career Education

Make a symbol that shows what you feel to be important about the career you have chosen. Compare it with the official emblem for the career of your choice. How does it resemble the emblem used to symbolize that occupation in the Middle Ages (if the occupation existed)?

Science

1. Plant and describe a windowsill herb garden. Compare the uses of these herbs today with the way they were used in the Middle Ages. List your sources.
2. Compare the protective devices used in Middle Ages warfare with the protective devices found in animal life; e.g., protective coverings, protective colorings. List the sources you consult.

3. Research the Bubonic (Black) Plague that occurred in Europe during the Middle Ages and answer the following questions.
   - a. What conditions enhanced the spread of the plague?
   - b. How was the plague spread?
   - c. What were some of the effects of the spread of the plague in Europe at the end of the Middle Ages?

Values Clarification

1. Compare the Code of Chivalry to the code by which you are expected to live.
2. Is there a code for the profession you plan to enter? How does it compare with the Code of Chivalry? Use these questions for the comparisons:
   Who developed the Code?
   Who enforced the Code?
   Who determined the punishment?
   What were the punishments? Were they just?
   Which parts of the Code do you think are unimportant? Why?
   Why were they considered important by the group who developed the Code?
   Were persons who developed and persons affected by the Code the same persons? Does it matter? Why?

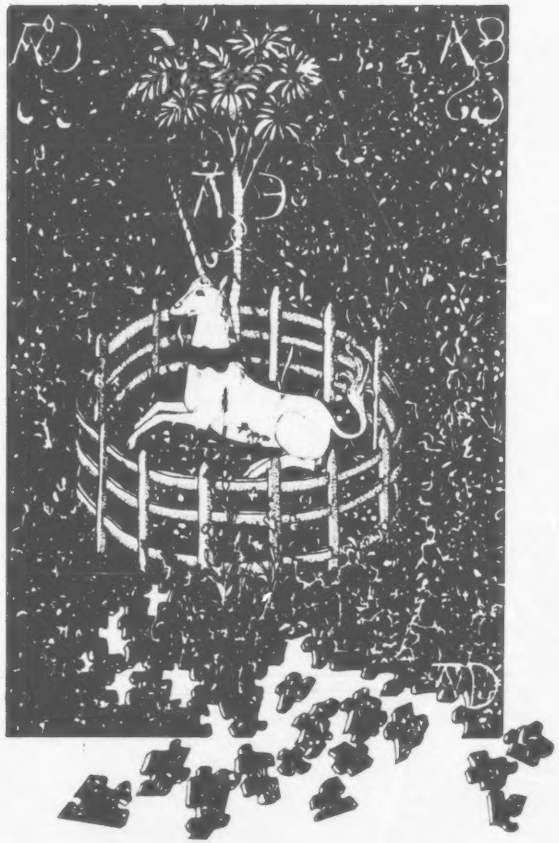
Further Alternative Activities For Individuals And Special Groups

A. Have students do parallels of nationality in their own ancestry. (May provide non-Western parallel.)
B. Include present-day native American and present-day European column in comparisons.
C. Have students forecast for the 25th century (Gifted). Examine attitudes toward humanism, consumerism, industrialization and individualism.
D. Start with some "givens" on chart (for less able groups) and have students work in teams to complete data on chart from their data sheets.
E. A Medieval Fair as described in "Classroom Camelot." Teacher, January, 1978.

ORDER of CHIVALRY

Realm of Righteousness

Do not ever depart from the high virtues of this realm
Do no outrage nor murder nor any cruel or wicked thing
Fly from treason, untruthfulness and dishonest dealing
Give mercy unto those that seek it or sit no more
at this table.
And always give all help in your power to ladies
and damsels, go out to succour
gentlewomen and widows,
Turn from all else to right any wrong
done to any woman in the world,
And never, on pain of death and eternal
disgrace, do any ill thing to a woman,
or suffer it to be done.
Nor, for love or gain, fight in any quarrel
that is not just and righteous.



F. Debates -
Resolved: Serfs made a more important contribution to life in the Middle Ages than did the nobles.
Resolved: Europe had a more highly developed civilization during the Middle Ages than did native Americans during the same period.

G. Write a page from the diary of an individual based on your chart of the Middle Ages.

H. Prepare a time-box that will show inhabitants of your town in 2030 what life is like today.

Evaluative

A. Level of questions students raise for searching, evidenced by prevalence of how and why questions rather than what.

B. Observation of how students approach next task requiring investigation and/or problem solving; e.g., Proficiency of locational skills.

C. Attention to documentation of sources used in development of project or presentation.

D. Evidence of critical reading of several sources.

E. Observation of increased acceptance of differences among individuals.

Resource Unit Bibliography

Available as separate item from the Bureau of School Libraries

Reference Notes

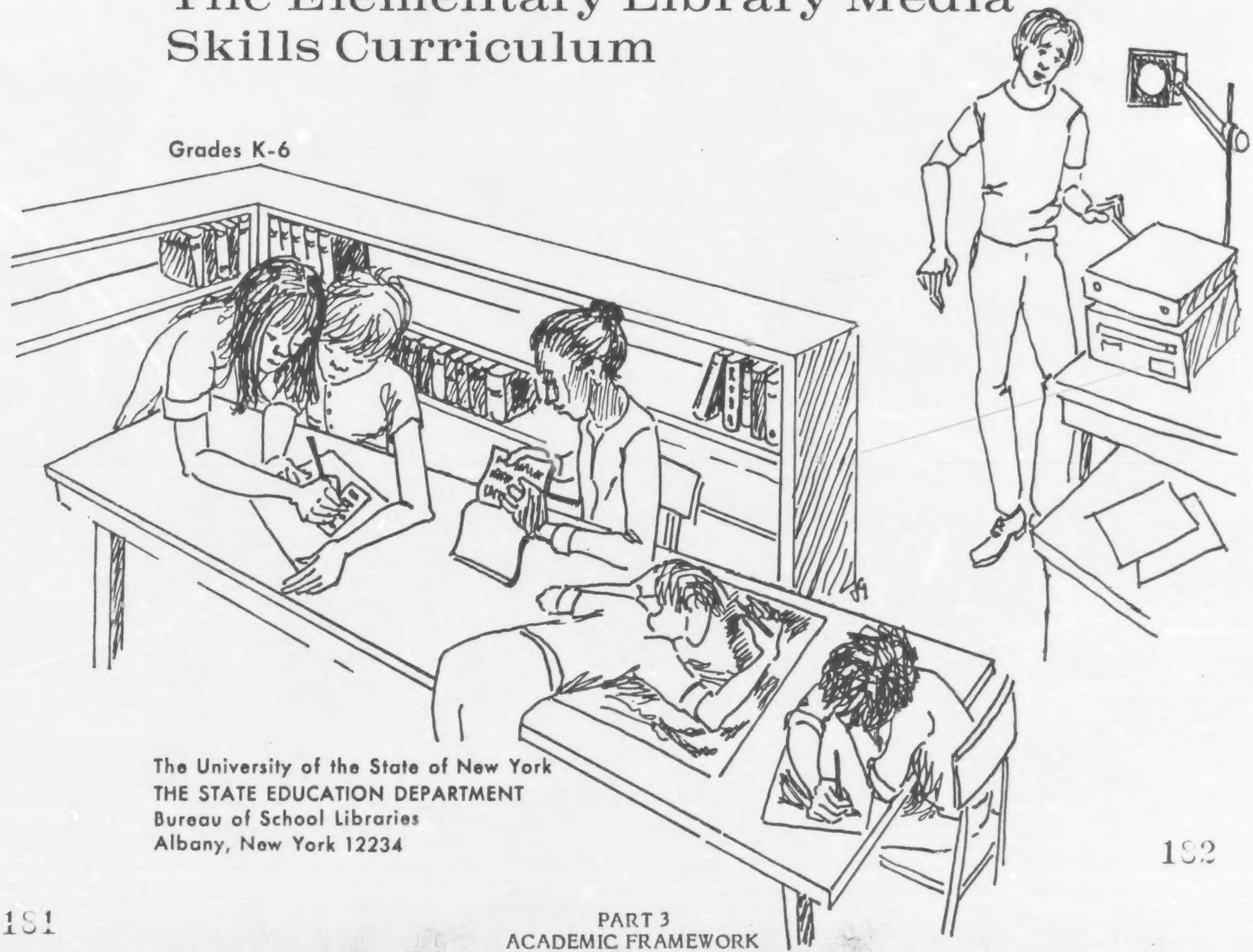
(1)Bureau of Elementary Curriculum Development. University of the State of New York. Planning for Social Studies in Elementary Education. Albany, NY: State Education Department, 1974. p. 5.

(2)John U. Michaelis, Ruth H. Grossman and Lloyd F. Scott. New Designs for Elementary Curriculum and Instruction, 2nd. ed. New York: McGraw-Hill, Inc., 1975. pp.141-2.

(3)Charlotte S. Huck. Children's Literature in the Elementary School, 3rd. ed. New York: Holt, Rinehart and Winston, 1976. p. 721. From Children's Literature in the Elementary School, Third Edition, by Charlotte S. Huck. Copyright (c) 1961, 1968 by Holt, Rinehart and Winston, Inc. Copyright (c) 1976 by Charlotte S. Huck. Reprinted by permission of Holt, Rinehart and Winston and Charlotte S. Huck.

The Elementary Library Media Skills Curriculum

Grades K-6



The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of School Libraries
Albany, New York 12234

ACADEMIC FRAMEWORK

The academic framework for library media skills instruction and activities is divided into four areas:

- Library Media skills of location and use
- Skills of inquiry and investigation
- Literary understanding and appreciation
- Reading guidance

The framework will assist teachers and library media specialists to plan together for sequential instruction in the use of library resources. The scope and sequence is designed to correlate with the curriculum commonly taught in the elementary schools of New York State and to provide needed curriculum support, to provide a logical program of library instruction through the grades, and to insure that basic library skills are reinforced from year to year. Teachers and library media specialists can use this framework as a guide to develop a local academic framework for library instruction.

Suggested reading levels, rather than grade placement levels, for teaching and reinforcing each skill are provided. These levels will, of course, vary in response to the needs and interests of individual students. It is important to consider preparatory or enabling skills before beginning instruction in many of the skills herein delineated. Preassessment strategies may be formal or informal but are needed to ascertain the readiness of each learner.

The framework assumes a locally developed evaluation given at the beginning of the fourth level in order to plan for the needs of the individual student in the intermediate grades. In addition, relevant test items and responses on any standardized or state tests administered in the school should be analyzed to determine patterns of strength and/or weakness in pupil responses. Ultimately, skill mastery is evaluated in the day-to-day performance of tasks in the classroom and in the library media center.

The broad scope of the instruction to be provided requires cooperative planning. Teachers and library media specialists share the responsibility for assuring that all children receive instruction in each of the components of the framework.

The format of this publication, couched within the academic framework, specifies what students should be able to do as a result of being exposed to the instructional program.

These student competencies have not been stated as strict behavioral objectives, but, rather, as awarenesses of, dispositions toward, and abilities to use the library media center. Experienced library media specialists will recognize that the list of competencies will be a useful resource for evaluating their program as well as diagnosing why individual students or groups of students do not or can not utilize the resources of the library media center.

It should be further noted that the few statements which seem to be so non-behavioral (and therefore, according to current theory, non-assessable) are invariably followed by more behaviorally oriented objectives. For example, the statement that at third grade the student will "describe the difference between a table of contents and an index and when it is most appropriate to use each" is followed by "at grade four the student will be able to participate in construction of a model book with a front cover, back cover, spine, title page with author, title, publisher, copyright date, table of contents, index, glossary, bibliography."

SCHEMATIC ORGANIZATION OF THE ACADEMIC FRAMEWORK

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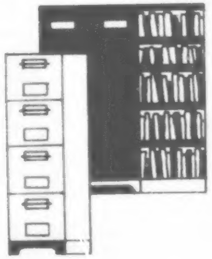

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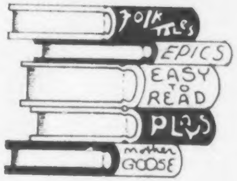

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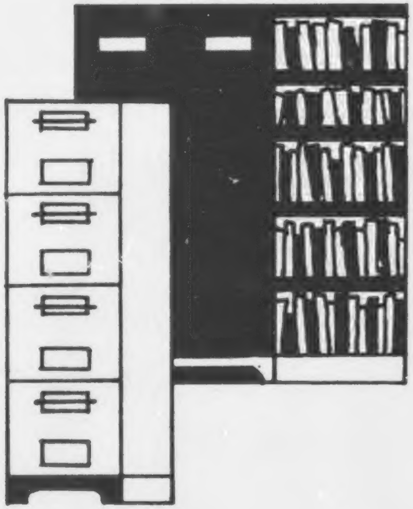
I. LIBRARY MEDIA SKILLS OF LOCATION AND USE

Through the combined efforts of the school library media specialists and the classroom teachers, the students will develop competencies in:

Library citizenship
Library organization
Classification
Card catalog
Use of resources.



			Teach	Reinforce
Relative to LIBRARY CITIZENSHIP	students will:	Handle books carefully with clean hands and turn pages from their outer corners.	K	1-6 *
		Understand that library materials are for everybody and that they are to be shared.	K	1-6
		Use library materials and equipment with care.	K	1-6
		Return materials on time.	K	1-6
		Follow checkout procedures for books.	1	2-6
		Sign out all materials and equipment taken from the library.	1	2-6
		Assist in the distribution, checkout of, and return of materials; and maintenance of a pleasant, attractive, functional library media center environment.	1	2-6
		Respect the need of others for relative quiet without interruption when they are reading, viewing, or listening.	1	2-6
		Recognize, understand, and use library media vocabulary at appropriate level. (See Appendix A.)	1	2-6
		Assist classmates and younger students in following library procedures.	2	3-6
Relative to LIBRARY ORGANIZATION	students will:	Find the library in the school without help.	1	2-6
		Tell the location of the nearest branch of the public library.	1	2-6
		Know that all libraries are organized by a standard procedure and that the ability to use one library can be applied to others.	2	3-6

*Reading Levels

LIBRARY ORGANIZATION continued:

	Teach	Reinforce
Notice that books are shelved left to right.	K	1-6 *
Observe that Easy (E) books are in a certain order.	K	1-6
Locate Easy books by matching the lower letter in the "call number" with the shelf label.	K	1-6
Use the shelf labels to locate material.	K	1-6
Observe the alphabetical order of Easy books and scan the shelves to find a given call number.	1	2-6
Shelve Easy books in their correct location without help.	1	2-6
Associate labels in the library media center with locations; i.e., card catalog, check-out or circulation desk, magazines, picture books, easy-to-read books, picture file.	2	3-6
Find the current magazine section, picture file, fiction section, and nonfiction section.	2	3-6
Discover that the fiction section is arranged in alphabetical order.	1	2-6
Shelve a fiction book correctly without help.	3	4-6
Discern that all nonfiction books are organized by subject and are arranged in numerical order.	2	3-6
Find the reference, folk tales, and biography sections.	2	3-6

*Reading Levels

LIBRARY ORGANIZATION continued:

	Teach	Reinforce
Scan the shelves to find a given class of books.	2	3-6 *
Assist classmates and younger students to find material in the library.	2	3-6
Find a nonfiction book with a call number that has two digits after the decimal point.	4	5-6
Find and be able to reshelve correctly nonfiction books with three or more digits past the decimal point.	4	5-6
Shelve nonfiction material correctly without help.	4	5-6
Locate the old (back issues) magazines, the pamphlet, and clippings (vertical) files.	4	5-6
Locate an item with a given nonfiction call number on the shelf.	4	5-6
Shelve correctly any item in the library - print or audiovisual - without help.	5	6

Relative to understanding and using the LIBRARY'S CLASSIFICATION SYSTEM students will:

	Teach	Reinforce
Recognize headings used to group items in a category.	2	3-6
Recognize that the call number combines the classification number or designation and the author's name.	1	2-6
Define a call number and explain the purpose of the letter(s) under the class number.	3	5-6

*Reading Level

LIBRARY'S CLASSIFICATION SYSTEM continued:

			Teach	Reinforce
		Tell the difference in the call number for a book (fiction or nonfiction) and the call number for audiovisual media (fiction or nonfiction).	3	4-6 *
		Describe the purpose of the Dewey Decimal Classification System.	4	5-6
		Make an intuitive judgment as to whether a book is factual or make-believe when given a description of the contents.	4	5-6
Relative to understanding and using the CARD CATALOG	students will:	Know that the trays in the card catalog are in alphabetical order either from left to right or top to bottom.	1	2-6
		Locate the correct card catalog tray matching the first letter of the author, title, or subject of the item sought.	2	3-6
		Use guide letters on card catalog trays to select the correct tray.	3	4-6
		Use the numbers and/or letters on the outside of trays to replace trays correctly.	3	4-6
		Observe that the cards inside are in alphabetical order.	3	4-6
		Use the guide cards within a tray to facilitate search for an entry.	3	4-6
		Alphabetize to the second letter.	3	4-6
		Alphabetize to the ends of words.	4	5-6
		Distinguish between word-by-word and letter-by-letter alphabetizing.	4	5-6

*Reading Levels

CARD CATALOG continued:

	Teach	Reinforce
Remember and apply the appropriate filing rules in looking up material using: Word-by-word filing Omission of initial a, an, the Mac and Mc, d', de, von, Van names.	4	5-6 *
Remember and apply the appropriate filing rules in looking up materials using: Abbreviations Surnames Chronological order.	4	5-6
Recognize cards for audiovisual materials.	3	4-6
Locate appropriately selected key words in the card tray by "flipping."	3	4-6
Recognize a subject card by the top line being all in capital letters.	3	4-6
Find the title on a subject card.	3	4-6
Locate the call number for an item using the catalog card.	3	4-6
Differentiate author, title, and subject cards.	3	4-6
Locate the following on any catalog card: Author Title Publisher or producer Medium Copyright date Call number.	3	4-6

*Reading Leve

CARD CATALOG continued:

			Teach	Reinforce
		Use the cross-reference cards (See, See also) in the card catalog to locate needed information.	3	4-6 *
		Locate a specific item on the shelves when given the call number and information on the catalog card.	3	4-6
		Compile a working bibliography on a given subject using the card catalog.	4	5-6
Relative to UNDERSTANDING and USING LIBRARY RESOURCES	students will:	Follow oral directions at appropriate level.	K	1-6
		Indicate by independent activity that the library is recognized as a place to find answers as well as a place to be used for recreational pursuits.	1	2-6
		Explain the purpose of a public library borrower's card.	2	3-6
		Look for similarities and differences in materials.	2	3-6
		Follow printed directions at appropriate level.	3	4-6
		Browse productively using labels, displays, and bibliographies to pique interest.	3	4-6
		Identify at least three information sources other than the school library; i.e., materials in classrooms; or special resource rooms; the public library; community experts; local state or national associations.	4	5-6

*Reading Levels

LIBRARY RESOURCES continued:

	Teach	Reinforce
Demonstrate how to plug in and use earphones or headsets.	1	2-6 *
Listen attentively to an oral and/or video presentation.	1	2-6
Describe what a tape cassette player is and where it is kept.	1	2-6
Describe what a record player is and where it is kept.	1	2-6
Describe what a filmstrip viewer is and where it is kept.	1	2-6
Use a silent filmstrip projector correctly.	2	3-6
Describe the difference between a tape cassette player and a tape cassette recorder and where they are kept.	2	3-6
Use a record player correctly.	2	3-6
Use a tape cassette player and/or tape cassette recorder correctly.	2	3-6
Use a sound filmstrip projector correctly.	3	4-6
Identify the following parts of a book: Spine Front cover Back cover	2	3-6
Identify the table of contents in a book.	2	3-6
Use an opaque projector correctly.	2	3-6
Use an overhead projector correctly.	2	3-6

*Reading Lev

LIBRARY RESOURCES continued:

	Teach	Reinforce
Explain what an index is and where it is generally found.	3	4-6 *
Describe the difference between a table of contents and an index and when it is most appropriate to use each.	3	4-6
Find the title page and identify the author, title, and publisher of a book.	3	4-6
Identify the title and producer of a filmstrip.	3	4-6
Locate a preface or introduction to a book.	3	4-6
Identify the table of contents in a magazine or newspaper.	3	4-6
Describe what a film loop projector is and where it is kept.	3	4-6
Describe what a reel-to-reel tape recorder is and where it is kept.	3	4-6
Describe what a 16 mm projector is and where it is kept.	3	4-6
Describe what a transparency is and what an overhead projector is and where they are kept.	3	4-6
State what copyright means.	3	4-6
Explain the order in which the table of contents is arranged.	3	4-6
Identify a glossary and explain the kind of information it contains, its arrangement, and where it is found.	3	4-6

*Reading Levels

LIBRARY RESOURCES continued:

	Teach	Reinforce
Recognize a preface or introduction and explain its purpose.	3	4-6 *
Coordinate sound and visuals using separate pieces of equipment.	3	4-6
Construct a handmade transparency.	3	4-6
Explain what a cross-reference is and how to use it.	3	4-6
Describe what a bibliography is and tell two places where it might be found in a book.	3	4-6
Demonstrate how to use a reel-to-reel tape recorder.	3	4-6
Demonstrate the use of an index.	3	4-6
Make a filmstrip by drawing directly on the film.	3	4-6
Locate specific magazines for pleasure or research.	3	4-6
Check out all materials properly, use them carefully, and return them on time.	3	4-6
Participate in the preparation of a display or bulletin board.	3	4-6
Demonstrate awareness that fiction and nonfiction may serve dual purposes by selecting a fiction and a nonfiction book or audiovisual software to fulfill an instructional requirement, and by selecting fiction and nonfiction print or nonprint items to fulfill recreational requirements.	3	4-5

*Reading Lev

LIBRARY RESOURCES continued:

	Teach	Reinforce
Find and use the picture file without help.	3	4-6 *
Find the copyright date of a book or other printed material.	4	5-6
Find the copyright date on filmstrips and films.	4	5-6
Use the preface or introduction to ascertain the scope, purpose, and point of view of printed material.	4	5-6
Make a transparency.	4	5-6
Participate in the construction of a model book with a front cover, back cover, spine, title page containing author, title, publisher, copyright date, table of contents, index, glossary, and bibliography.	3	4-6
Locate the library "keys:" card catalog, periodical indices, *Abridged Readers' Guide to Periodical Literature*, Brewton's *Index to Children's Poetry*, Eastman's *Index to Fairy Tales, Myths, and Legends*, *Children's Catalog*, Eakin's *Subject Index to Books for Primary Grades* and *Subject Index to Books for Intermediate Grades*, and Silverman's *Index to Young Readers' Collective Biographies*.	4	5-6
Demonstrate proper use of all equipment at listening-viewing stations in the school library.	4	5-6
Follow cross-references in the card catalog, indices, and encyclopedias.	4	5-6

*Reading Levels

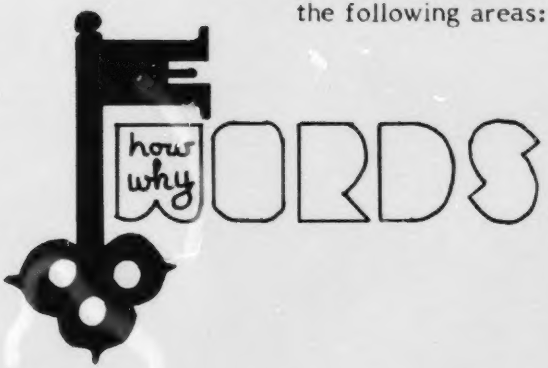
LIBRARY RESOURCES continued:

	Teach	Reinforce
Participate in the preparation of varied media to share reading/research experiences with the rest of the class.	4	5-6 *
Laminate materials.	5	6
Operate a dry mount press correctly.	5	6
Make props for video productions correctly.	5	6
Operate a video camera.	5	6

*Reading Levels

II. SKILLS OF INQUIRY AND INVESTIGATION

Through use of specific resources and instructional strategies and appropriate reinforcement the students will develop an effective pattern of inquiry and investigation. Suggested skills are grouped in the following areas:



- Use of key words in investigation
- Basic concepts development
- Vocabulary development
- Analytical inquiry
- Biographical inquiry
- Chronological inquiry
- General background inquiry (overview)
- Geographical inquiry
- Inquiry in current events
- Inquiry in mathematics
- Inquiry in music and performing arts
- Inquiry in science
- Inquiry in the visual arts
- Reporting

Use of Key Words in Investigation

Using CRITICAL THINKING, READING
SKILLS, TEXTBOOKS,
DICTIONARIES,
ENCYCLOPEDIAS and
Sears List of Subject Headings
Children's Catalog
Cross-Reference Index;
A Subject Heading Guide
Subject Index to Books for
Primary Grades
Subject Index to Books for
Intermediate Grades

students will:

	Teach	Reinforce
Pick out the key word embedded in a question appropriate to their level.	3	4-6 *
Use synonyms for any key word that does not appear in the card catalog or index consulted.	3	4-6
Verify the spelling of key word or phrase.	4	5-6
Try more inclusive or more specific terms when using the card catalog or an index.	4	5-6
Use both aspects of an intersecting subject; e.g., communication in Colonial America.	4	5-6
Find alternative key words.	4	5-6
Generate alternate key words to locate materials on a person (time, place, field, works).	4	5-6
Apply key word skills in using card catalog, magazine indexes, and other library "keys," pamphlet file, encyclopedia indexes, World Almanac, Information Please, and book indexes.	4	5-6
Use cross references in searching tools.	4	5-6
Use subheadings as possible specific keywords for searching.	4	5-6

*Reading Levels

Using COMMUNICATION SKILLS, THE LIBRARY MEDIA CENTER ENVIRONMENT, AND INTRODUCTORY LEVEL RESOURCES; e.g.,
Adventures in Discovery
Britannica Discovery Library (Also in Spanish)
Childcraft; The How and Why Library
Compton's Precyclopedia
First Reference Library
My World; A First Picture Encyclopedia in Full Color
Britannica, Jr.

students will:

	Teach	Reinforce
Expand curiosity about the world.	K	2-6 *
Listen to simple, brief explanations that satisfy curiosity.	K	2-6
Complete puzzles of appropriate difficulty.	K	1-6
Guess answers to riddles.	K	1-6
Recognize that information and ideas can be recorded and stored for later use.	1	2-6
Grasp ideas of size, shape, direction, textures, seasons, color, time, sounds, amounts, opposites, weather, animals, safety, plants, simple machines, etc.	1	2-6
Categorize objects.	1	2-6
Use vocabulary appropriate for various tactile sensations.	1	2-6
Make comparisons between objects by observation and giving oral descriptions.	1	2-6
Supply non-vocal sounds when helping to tell a story.	1	2-6
Observe changes in plants, terraria, aquaria, and displays.	2	3-6
Use more precise language in descriptions.	2	3-6

*Reading Levels

Vocabulary Development

			Teach	Reinforce
Using PICTURE ABC BOOKS; e.g., Bruno Munari's ABC Friendly ABC French-English Alphabet Hosie's Alphabet Jambo Means Hello John Burningham's ABC Tallons. ABCDEFGHIJKLM . . .	students will:	Extend association of names with objects.	1	2-6 *
		Employ letter recognition skills.	1	2-6
		Construct an ABC book.	1	2-6
Using PICTURE DICTIONARIES and WORD BOOKS; e.g., Cat in the Hat Beginning Book Dictionary (English, French, Spanish) Richard Scarry's Best Word Book Ever Spaghetti for Breakfast Electric Company (Periodical)	students will:	Make association of simple explanations with illustrations given.	1	2-6
		Employ skills of alphabetical order.	1	2-6
Using BEGINNING DICTIONARIES; e.g., Charlie Brown Dictionary Diccionario Bilingue Illustrado I Ginn Beginning Dictionary Illustrated Golden Dictionary for Young Readers Mon Premier Dictionaries Wright. Rainbow Dictionary	students will:	Use guide words to locate proper page and column.	2	3-6
		Find the word in its alphabetical order once the correct spelling is given.	2	3-6
		Identify the syllables in the word.	2	3-6
		Extract an appropriate definition.	3	4-6

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*Reading Level

Vocabulary Development (Continued)

			Teach	Reinforce
Using INTERMEDIATE DICTIONARIES; e.g., American Heritage School Dictionary Diccionario Bilingual Illustrado II Ginn Intermediate Dictionary Webster's Intermediate Dictionary Xerox Intermediate Dictionary	students will:	Relate illustrations given to appropriate definitions.	4	5-6*
		Determine part of speech.	4	5-6
		Verify pronunciation, spelling, hyphenation, and definitions.	4	5-6
		Choose meaning most appropriate for an assignment.	4	5-6
		Employ concept of dividing alphabet in fourths; i.e., (A-D, E-L, M-R, S-Z) to find proper section of dictionary.	3	4-6
		Verify plural forms of nouns, and adverbial and comparative forms of adjectives.	4	5-6
		Locate tense changes of verbs.	4	5-6
Using UNABRIDGED DICTIONARIES	students will:	Find etymology of a word.	5	6
		Find alternate spellings.	5	6
		Make association of usage labels.	5	6
		Distinguish between an abridged and an unabridged dictionary.	4	5-6
Using a THESAURUS; e.g., In Other Words, A Beginning Thesaurus In Other Words, A Junior Thesaurus Merriam-Webster Thesaurus for Large Print Users	students will:	Identify synonyms for an idea.	3	4-6
		Identify associated words for an idea.	3	4-6
		Identify shades of meaning in synonyms.	4	5-6

*Reading Level

Vocabulary Development (Continued)

			Teach	Reinforce
Roget's International Thesaurus Young People's Thesaurus Dictionary		Find synonyms for more broadly expressed ideas.	5	6*
		Find antonyms.		
Using SPECIALIZED DICTIONARIES; e.g., Cassell's Italian Dictionary Cassell's Spanish Dictionary Funk. Heaven's To Betsy! and Other Curious Sayings Hautzig. In School; In the Park; At Home Helfman. Signs and Symbols Around the World Johnson. New Rhyming Dictionary and Poets' Handbook Norback. Misspeller's Dictionary Webster's New Dictionary of Synonyms Webster's New World Crossword Puzzle Dictionary Whitford. Dictionary of American Homophones and Homographs Wood. Complete Rhyming Dictionary	students will:	Find rhyming patterns.	4	5-6
		Discover new words to fit rhyming patterns.	4	5-6
		Consult these as appropriate for specific information.	4	5-6
		Locate English for words in other languages.	4	5-6
		Find etymological description.	4	5-6
Using FOREIGN LANGUAGE and BILINGUAL DICTIONARIES; e.g., Appleton's New Cuyas English-Spanish, Spanish-English Dictionary New Cassell's French Dictionary	students will:	Find equivalents for English terms.	4	5-6
		Find definitions of foreign words and phrases.	4	5-6
Using SPECIAL SUBJECT DICTIONARIES	students will:	Consult these as appropriate to develop vocabulary suitable for various subjects.	4	5-6
Using QUOTATION BOOKS; e.g., Bartlett's Familiar Quotations Golden Book of Quotations	students will:	Use index of names, phrases, or key words (topics) to locate source and full text of given quotation.	4	5-6

*Reading Level

Analytical Inquiry

			Teach	Reinforce
Using DICTIONARY SKILLS, READING SKILLS, AND KEY WORD SKILLS	students will:	Verify the spelling of the term/subject.	3	4-6 *
		Gain practice in analyzing the question.	3	4-6
		Classify the question; i.e., vocabulary, overview, biographical, chronological, geographical, current events, etc., employing vocabulary appropriate to level.	3	4-6
		Limit question to a segment of a broad category.	3	4-6
		Recognize that key words like why, how, give reasons/causes, explain may be a clue to a search for details.	4	5-6
		Reinforce skill of identifying appropriate key words.	4	5-6
Using GENERAL OVERVIEW REFERENCES	students will:	Locate overview treatment in an encyclopedia or yearbook.	4	5-6
		Read to find "all about" a subject, skimming and noting sub-headings carefully.	4	5-6
		Determine purpose for reading further to locate additional information: . To verify information . To find important details . To note likenesses or differences . To follow directions . To note or become aware of cause and effect . To note the difference between fact and fiction . To find information to support an opinion or judgment.	4	5-6

*Reading Level

Analytical Inquiry (Continued)

			Teach	Reinforce
Using CARD CATALOG or APPROPRIATE INDEX	students will:	Find more specific sources of information.	4	5-6*
		Copy the author, title, and complete call number for any resources that may be helpful.	4	5-6
Using SECTION LABELS, SHELF LABELS, and LIBRARY ARRANGEMENT CHART	students will:	Charge out materials for home use.	1	2-6
		Recognize that information may be gained from many sources.	3	4-6
		Find the desired resources on the shelves.	3	4-6
		Locate a place to work suitable for the materials to be used. Consider any special equipment needed.	3	4-6
		Take any suitable materials to work area.	3	4-6
		If the resource is a book:		
		. Check the index to see if the topic in included.	4	5-6
		. Note the chapter headings, main headings, and sub-headings.	4	5-6
Using SPECIFIC RESOURCES GATHERED and READING SKILLS	students will:	Read carefully to locate facts.	3	4-6
		Select main thoughts and supporting details.	3	4-6
		Skim read to locate desired section.	4	5-6
		Note the sequence of ideas - how one thought follows another in logical order.	4	5-6
		Consider which sources of information are most useful and why.	4	5-6

*Reading Level

Analytical Inquiry (Continued)

			Teach	Reinforce
		Make judgments, evaluate, and reach conclusions based upon facts and logical reasoning.	4	5-6*
Using ACCEPTABLE BIBLIOGRAPHIC FORM	students will:	Record sources of information that are useful.	3	4-6
Using NOTETAKING SKILLS	students will:	Take notes about the facts to be used later.	3	4-6
		Make an outline, if necessary, or summarize.	4	5-6
		Take notes while continuing to listen and observe.	5	6
Using COMMUNITY RESOURCE FILE and ASSISTANCE FROM LIBRARY MEDIA SPECIALIST	students will:	Consider the need for resources outside the library collection.	3	4-6
		Make arrangements for consulting these.	3	4-6
Using SEQUENTIAL PATTERN OF INQUIRY FREQUENTLY	students will:	Begin to develop thoroughness in searching.	4	5-6
		Increase speed and accuracy in searching.	5	6

*Reading Level

Biographical Inquiry

			Teach	Reinforce
Using BIOGRAPHICAL SOURCES and RESOURCES ABOUT HOLIDAYS	students will:	Read, view, listen, and discuss to extend association of certain holidays with important people.	1	2-6 *
Using LIBRARY MEDIA CENTER MAP, LIBRARY MEDIA CENTER LABELS, LIBRARY MEDIA CENTER CLASSIFICATION CHART	students will:	Locate the picture file.	1	2-6
		Locate the biography collection and use its arrangement scheme to locate materials.	3	4-6
Using PICTURE FILE; e.g., International Portrait Gallery	students will:	Find portraits of persons.	3	4-6
Using such KEY WORDS as WHO, PERSON, NAME, AN INDIVIDUAL'S NAME or TITLE	students will:	Recognize clues that the search for information may involve biographical sources.	3	4-6
Using ENCYCLOPEDIAS, BIOGRAPHICAL DICTIONARIES, COLLECTIVE BIOGRAPHIES, INDIVIDUAL BIOGRAPHIES	students will:	Read, view, listen, and discuss to confirm realization that famous adults were once children.	1	2-6
		Extend knowledge of contributions of various individuals to the growth and development of America and other countries.	4	5-6
		Reinforce skills of alphabetical arrangement.	4	5-6
		Extend association of individuals with their field, era, locale, accomplishments.	4	5-6
		Find brief information and record it in summary form, noting the source.	4	5-6
		Compare information for agreement, differences, scope, emphasis, point of view, style.	4	5-6

*Reading Level

Biographical Inquiry (Continued)

			Teach	Reinforce
		Participate in oral discussions to analyze biographee's feelings, motives, or actions.	4	5-6*
Using BIOGRAPHICAL SOURCES IN A SPECIFIC FIELD OF ENDEAVOR; e.g., Authors of Books for Young People Books Are by People Cricket Magazine Famous Authors/Illustrators For Young People Fourth Book of Junior Authors And Illustrators Junior Book of Authors More Books by More People More Junior Authors More Stories Behind Great Stories Something About the Author Stories Behind Modern Stories Third Book of Junior Authors Who's Who in Children's Literature Yesterday's Authors of Books For Children	students will:	Engage in an author/illustrator study including:		
		Reading books of interest	1	2-6
		Reporting/sharing activity	1	2-6
		Identification of sequels	2	3-6
		Recognition of recurrent characters	2	3-6
		Location of all books in the library by a given author	3	4-6
		Discovery of examples of the illustrator's work in library books.	3	4-6
		Find facts about an author/illustrator's life.	4	5-6
Using A PERIODICAL INDEX; e.g., The Subject Index to Children's Magazines and The Abridged Readers' Guide To Periodical Literature	students will:	Locate current articles about notable or newsworthy persons.	4	5-6
Using A BIOGRAPHICAL INDEX; e.g., The Index to Collective Biographies for Young Readers Her Way: Biographies of Women for Young People	students will:	Locate information on individuals in collective biographies.	5	6

*Reading Lev

Chronological Inquiry

			Teach	Reinforce
Using Current Biography	students will:	Read to extend knowledge of individuals of current prominence.	5	6 *
Using DATES FOR CHECK-OUT AND RETURN OF MATERIALS, AND such SOURCES as, Dobler. National Holidays Around The World Douglas. American Book of Days Hazeltine. Anniversaries and Holidays Hopkins. Important Dates in Afro-American History Meyers. Celebrations: The Complete Book of American Holidays Purdy. Festivals for You To Celebrate	students will:	Reinforce skills in reading a calendar.	2	3-6
		Extend associations made between past and present.	2	3-6
		Continue to observe the significance of dates.	3	4-6
		Increase awareness of how tradition grows surrounding historical events.	3	4-6
Using KEY WORDS such as WHEN, DATE, TIME, PERIOD, ERA, YEARS, TRACE GROWTH, DESCRIBE DEVELOPMENT, SHOW CHANGE, OR A SPECIFIED DATE	students will:	Recognize clues to searching for information in tools arranged chronologically.	4	5-6
Using INDEX and SUB-HEADINGS IN A GENERAL REFERENCE WORK	students will:	Locate sections in the volume dealing with the history of a given subject.	4	5-6
Using PICTURES, STUDY PRINTS, SLIDES, FILMS, MODELS, FILMSTRIPS, REALIA, and such ILLUSTRATED REFERENCES as American Heritage (periodical) Arizona Highways (periodical)	students will:	Increase visual conception of past eras.	3	4-6
		Compare information about a topic from two or more sources to recognize agreement or contradiction.	4	5-6

*Reading Level

Chronological Inquiry (Continued)

			Teach	Reinforce
Faulkner. Visual History of the United States LaFarge. American Indian (Special ed. for Young Readers) Langdon. Everyday Things in American Life Time-Life. Great Ages of Man (Series) Learning About History in a Museum (sound filmstrips) Bi-lingual				
Using CHRONOLOGICALLY ARRANGED REFERENCES; e.g., Adams. Atlas of American History Asimov's Biographical Encyclopedia of Science & Technology Boorstin. American Primer Langer. Encyclopedia of World History Morris. Harper Encyclopedia of the Modern World Pictorial History of the Negro in America	students will:	Confirm understanding of measured periods of time.	3	4-6*
		Extend skills of translating dates into centuries.	3	4-6
		Increase comprehension of Christian system of chronology - B.C. and A.D.	3	4-6
		Draw inferences based on interpretational skills and chronological concepts to examine genealogical tables.	4	5-6
		Read to increase associations between historical developments and social, economic, and cultural trends.	4	5-6
		Read to verify historical changes in political boundaries.	4	5-6
Using A SPECIAL SUBJECT CHRONOLOGY; e.g., Bishop. Age of the Automobile Brandon. American Heritage Book of Indians Cornwell. History of Railways	students will:	Use the index to locate specific information needed.	4	5-6
		Practice skim reading to find facts to answer a specific question.	4	5-6

*Reading Le[illegible]

Chronological Inquiry (Continued)

			Teach	Reinforce
Figueroa. Events in the History of Puerto Rico Gaer. How the Great Religions Began Gamoron. New Jewish History Harris. Figleafing Through History Kobbe. Complete Opera Book Lang and Bettman. Pictorial History of Music McPharlin. The Puppet Theatre In America: A History, 1524-1948 and Puppets in America Since 1948.		Note the importance of being able to associate a trend with the proper era in searching.	5	6*
		Find documentation for changes in trends studied in a given discipline or topic of interest.	5	6
		Practice ascertaining the date, scope, and authority of sources used.	6	6
Using A GUIDE TO PARALLEL CHRONOLOGY, i.e., Deford's Who Was When	students will:	Observe documentation of historical and cultural parallels.	5	5-6
		Read to confirm knowledge of relationships among events (and personages associated with them) that occurred in different places simultaneously or at different times.	6	6
		Practice skills involved in reading a comparative time line.	6	6
Using ACCOUNTS OF ARCHAEOLOGICAL FINDS; e.g., Archaeology (periodical) Hall. Buried Cities	students will:	Reinforce knowledge of tools and techniques used to gather information before recorded history.	5	6
		Increase awareness of prehistoric and geological time.	5	6
Using Jackdaws and autobiographical accounts; e.g., The Colonial Period of '76	students will:	Extend understandings of a period through contemporary documents.	5	6
		Examine sample source material to see the type of original material a researcher works with.	6	6

*Reading Level

Chronological Inquiry (Continued)

			Teach	Reinforce
Using Kane. *Famous First Facts*	students will:	Read to discover the initial occurrence of a given event or achievement.	4	5-6*
Using TOPICALLY ARRANGED SOURCES; e.g., *Pageant of America: A Pictorial History of the United States* (10 vols.) *Lands and People* *Record of America* *Young People's Story of Our Heritage*	students will:	Read to verify cause and effect relationships.	4	5-6
		Determine heading used that encompasses topic searched.	4	5-6
		Employ skills gained to observe changes documented in given time periods or locations.	5	6
Using MATERIALS THAT TREAT A SINGLE HISTORICAL EVENT IN DEPTH; e.g., American Heritage *Battle of Yorktown*	students will:	Apply skills of reading for detail.	4	5-6
		Apply skills of revising generalizations in the light of new data.	4	5-6
Using CULTURAL HISTORY SOURCES such as *Everyday Life* (Series) and local history sources	students will:	Extend skills of analyzing cause and effect relationships.	5	6
		Encounter processes involved in gathering historical data.	5	6
Using YEARBOOKS, ALMANACS, PERIODICALS, AND NEWSPAPERS	students will:	Update information gained in chronological searching.	5	6
		Gain sense of immediacy of events.	6	6
Using SOURCES FOR FUTURE CASTING	students will:	Question implications of past and present trends on future developments.	6	6

*Reading Lev

Using HISTORICAL FICTION; e.g.,
Blos. Gathering of Days, A New England Girl's Journal
Bontemps. Chariot in the Sky
DeAngeli. Door in the Wall
O'Dell. Sarah Bishop
Speare. Bronze Bow
Welch. Mohawk Valley

students will:	Teach	Reinforce
Increase ability to distinguish between fact and fiction.	4	5-6*
Supplement information gained in factual historical accounts with rich, descriptive literary narrative.	5	6
Recognize the process of factual research underlying much good literature.	6	6

*Reading Level

General Background or Overview

			Teach	Reinforce
Using READING SKILLS and ENCYCLOPEDIAS, such as Britannica Junior Encyclopedia for Boys and Girls Collier's Encyclopedia Columbia Encyclopedia Compton's Encyclopedia and Fact Index Funk and Wagnalls Young Students Encyclopedia Merit Students' Encyclopedia New Book Of Knowledge World Book Encyclopedia	students will:	Use the guide letters on the cover of encyclopedia volumes.	2	3-6 *
		Skim read to ascertain the usefulness of an article.	3	4-6
		Use the index of a set or volume to find the correct volume, page, and column.	3	4-6
		Use guide words to locate an article in the encyclopedia.	3	4-6
		Use cross-references to locate information	3	4-6
		Demonstrate awareness of sub-headings in an article as one way of organizing related parts.	4	5-6
		Know the function of yearbooks in updating encyclopedia information.	4	5-6
		Extract specific information and relate facts already known to new ones.	4	5-6
		Make an accurate bibliography entry for an encyclopedia.	5	6
		Recognize the process involved in preparing an encyclopedia.	5	6
Using A TOPICALLY ARRANGED ENCYCLOPEDIA; e.g., Lincoln Library of Essential Information	students will:	Demonstrate mastery of technique of using the index to locate all the available information about a specific subject.	5	6
		Extract appropriate detailed information and condense it.	5	6

*Reading Level

Geographical Inquiry

			Teach	Reinforce
Using PICTURES, MAPS, and GLOBES	students will:	Distinguish between a picture of a place and a geographical representation.	3	4-6 *
		Extend techniques of looking up information.	4	5-6
Using KEY WORDS such as WHERE HOW FAR, LOCATE, FIND, POPULATION, CLIMATE, and A PLACE NAME	students will:	Recognize clues to search geographical sources for information.	4	5-6
		Progress to a larger geographical area or feature as key word when appropriate.	4	5-6
Using MAPS, ATLASES, and GLOBES; e.g., Atlas Moderno Universal Hammond. Medallion World Atlas Hammond-Jennison Large Type Atlas Rand-McNally. Earth and Man and such RESOURCES as, National Geographic. Exploring the World of Maps Nystrom. Where and Why (kit) Stanek. How We Use Maps and Globes	students will:	Confirm and extend geographical concepts.	3	4-6
		Employ atlas index and global grid to locate places.	3	4-6
Using GAZETTEERS; e.g., Columbia-Lippincott Gazetteer of the World Webster's Geographical Dictionary of Names and Places	students will:	Discover brief descriptions of places.	4	5-6
		Determine accuracy of geographical terms in description.	4	5-6
Using A HISTORICAL ATLAS: e.g., Hammond. History Atlas of America Hammond. My First World History Atlas Shepherd's Historical Atlas	students will:	Reinforce information in order to make association between the influence of geographic features on the development of countries and cultures.	5	6

*Reading Level

Inquiry in Current Events

Using STUDENT NEWSPAPERS; e.g.,
Ebony, Jr.!
My Weekly Reader Series
Scholastic Magazines Series
Weewish Tree
DAILY NEWSPAPERS,
PERIODICALS, PAMPHLET FILE,
YEARBOOKS, AND NEWSCASTS
and such RESOURCES as
the *Newspaper in the Classroom*
Ebony, Jr.! Monthly Guide for Learning Benefits

students will:

	Teach	Reinforce
Distinguish the kinds of materials that contain current events.	3	4-6 *
Use the table of contents to find an article in a children's periodical.	3	4-6
Discover that the vertical file contains pamphlets, clippings, and reprints organized by subject.	3	4-6
Use index in a local daily newspaper to find specific sections.	3	4-6
Assist in clipping and mounting materials for the vertical file.	3	4-6
Find detailed articles in daily papers for news in student papers.	4	5-6
Find recent background information for news item consulting news periodicals and yearbooks.	4	5-6
Discuss special features of periodicals.	4	5-6
Associate specific magazines with the topic of greatest emphasis.	4	5-6
Use microfiche/microfilm reader correctly.	5	6
Recognize cartoons as an expression of a point of view and interpret the view expressed.	5	6
Note and interpret the common symbols in cartoons.	5	6

*Reading Level

Inquiry in Current Events (Continued)

			Teach	Reinforce
Using PERIODICAL INDEXES; e.g., Subject Index to Children's Magazines The Abridged Readers' Guide To Periodicals National Geographic Magazine Index	students will:	Refer to usage notes as needed.	4	5-6*
		Locate articles on a given subject.	4	5-6
		Understand the importance of the date of an article.	4	5-6
		Consult front key list of magazines or separate chart to determine if the library subscribes to a specific periodical and whether it is on microfilm.	4	5-6
		Follow cross-references.	4	5-6
		Use the sub-headings under major headings.	4	5-6
		Discover the importance of indexing tools to varied sources of current information.	5	6
		Record accurately the data provided in indexes on a request slip.	5	6
		Recall the cumulative feature of this reference.	6	
		Compile a working bibliography.	6	

*Reading Level

Inquiry in Mathematics

			Teach	Reinforce
Using COUNTING BOOKS and OTHER RESOURCES such as Berg. I've Got Your Number Comparison: Putting a Symbol to Work (FS) Feelings. Moja Means One Langstaff. Over in the Meadow Lionni. Inch By Inch Palmer. Math Readiness -- Vocabulary and Concepts (RD) THAT INTRODUCE MATHEMATICAL CONCEPTS; e.g., Number; Numeration; Geometric Shapes; Computation; Fractions; Measurement and THE APPROPRIATE SKILLS DEVELOPED THROUGH SEQUENTIAL CLASSROOM INSTRUCTION	students will:	Observe to discover new applications of skills.	1	2-6 *
		Read to confirm concepts already known.	2	3-6
		Interpret mathematical symbols appearing in written material.	2	3-6
		Extend awareness of the importance of mathematics in day-to-day living.	2	3-6
Using READING SKILLS, DICTIONARY SKILLS, and SPECIAL SUBJECT DICTIONARIES; e.g., Mathematics Illustrated Dictionary: Facts, Figures, and People Including the New Math James. Mathematics Dictionary (Multilinqual edition)	students will:	Locate definitions and origins of mathematical terms.	3	4-6
		Find brief biographical sketches of mathematicians.	3	4-6
		Use guide words to locate entries for information on mathematics.	3	4-6
		Find a key to mathematical symbols.	4	5-6
Using such RESOURCES as Allison. The Reasons for Seasons Bergamini. Mathematics Fannie Farmer Jr. Cookbook Faulhaber. Music: Invent Your Own Feravolo. Wonders of Mathematics.	students will:	Extend awareness of mathematical principles as they are applied in day-to-day living.	3	4-6
		Develop and maintain a local community, school, or class "Book of Records" in selected categories.	3	4-6

*Reading Level

Inquiry in Mathematics (Continued)

			Teach	Reinforce
Hilton. It's a Model World, Maps Linn. Golden Mean Paine. Looking at Architecture Plotz. Imagination's Other Place Reinfeld. Story of the World's Most Popular Coins Rosenfeld. Story of Coins Guiness' World Book of Records		Examine relationships between mathematics and other disciplines.	4	5-6*
		Observe the result of the application of skills in measuring and comparing to develop a compendium.	4	5-6
		Read to find the difference in a current achievement and established record.	4	5-6
Using such GAMES and OTHER LIBRARY RESOURCES as Burns. The I Hate Mathematics! Book, (Brown Paper School Series) Walter. Make a Bigger Puddle, Make a Smaller Worm Froman. Venndiagrams Razzell. Probability	students will:	Discover activities and recreational pursuits that challenge and extend growing mathematical skills and concepts; e.g., symmetry, probability.	3	4-6
Using READING MEASUREMENT SKILLS and such MATERIALS as Bendick. How Much and How Many; the Story of Weights and Measures Kelly. Metric System Simplified	students will:	Read to extend understanding of the importance of standardization of weights and measures.	3	4-6
		Read about the history of the metric system.	4	5-6
		Find easily accessible illustration and discussion of the metric system as a concept of a better and more precise means of measurement.	4	5-6
		Use the index to locate aids for conversion in situations that might apply to a home or a car.	4	5-6

*Reading Le

			Teach	Reinforce
Using CRITICAL THINKING, READING, AND COMPUTATIONAL SKILLS AND such RESOURCES as Dunworth. Millions of People Lowenstein. Graphs Srivastava. Statistics (Young Math Books)	students will:	Present a verbal picture of the visual representation on a graph or table.	4	5-6*
		Determine the basis on which a graph or table is built and the units of measure involved.	4	5-6
		Interpret relationships shown.	4	5-6
		Apply skills to master concepts presented, as in converting a verbal problem to a mathematical equation. (How long will it take to get from Albany to Disneyworld by car at 55 miles per hour?)	4	5-6
		Practice interpretation of graphs, charts of quantitative data to show how these serve to clarify written statements or replace written statements.	4	5-6
		Construct graphs and charts to express quantitative ideas and comparisons.	5	6

*Reading Level

Inquiry in Music and Performing Arts

			Teach	Reinforce
Using THE CIRCULATING COLLECTION OF MATERIALS IN MUSIC AND PERFORMING ARTS AND such REFERENCES as Cil. *Cancionero Infantil Universal* Jones. *Step it Down.* Moncada. *Asi Juegan Los Ninos*	students will:	Find compositions that appeal to the developing sense of pitch, melody, and rhythm.	1	2-6 *
		Find compositions that encourage tapping out rhythms, large muscle development activities, participation in group singing, and chants that accompany jumping, skipping, and circle games.	2	3-6
		Hear music from other times and other lands.	2	3-6
		Select music to accompany the mood of a poem, story, or painting.	5	6
		Select music to accompany student-produced media or creative writing.	5	6
Using SPECIAL SUBJECT DICTIONARIES AND HANDBOOKS; e.g., Barach. *An Introduction to the Language of Music* Davis. *Music Dictionary* Lloyd. *Golden Encyclopedia of Music* Matthews. *Stories of the World's Great Operas* Scholes. *Oxford Junior Companion to Music* Watson. *Concise Dictionary of Music* and CIRCULATING RESOURCES	students will:	Discover new facts about music, instruments, and musicians.	3	4-6
		Extend specialized vocabulary in performing arts and music.	4	5-6
		Find information on a specific musical composition.	4	5-6
Using Levine. *Understanding Musical Instruments: How to Select Your Instrument*, and RECORDINGS, SOUND FILMSTRIPS, REALIA, AND OTHER CIRCULATING MATERIALS	students will:	Find information to aid in identification of instruments.	2	3-6

*Reading Level

			Teach	Reinforce
Using Palmer. Music Tells the Tale: A Guide to Programme Music and RECORDINGS, SOUND FILMSTRIPS, AND CIRCULATING MATERIALS	students will:	Locate information for follow-up activities to extend experiences at live performances.	3	4-6*
Using SPECIALIZED AUTHORITATIVE SOURCES SUCH AS Baird. Art of the Puppet Balanchine's Complete Stories of the Great Ballets Bulla. Stories of Favorite Operas and More Stories of Favorite Operas Cheney. The Theater Ewen. American Popular Songs Falcon. Mi Musica Hughes. Black Magic Rosenthal. Concise Oxford Dictionary of Opera Stambler. Encyclopedia of Folk, Country, and Western Music Yorke. History of Rock and Roll	students will:	Associate styles of music studied with composers and performers.	4	5-6
		Gain confidence in searching for similarities in artistic expression between disciplines.	4	5-6
		Extend familiar artistic experiences through discovery of background information.	4	5-6
Using PERIODICALS AND PERIODICAL INDEX; e.g., Dance, Downbeat, Plays Subject Index to Children's Periodicals	students will:	Locate current information of relevance.	4	5-6
Using Kreider. Index to Children's Plays in Collections and Peterson. Index to Children's Songs	students will:	Locate a specific play in an anthology.	5	6
		Locate music and lyrics for a specific song.	5	6
		Consult the list of anthologies indexed to determine if the library owns the anthology (or use the card catalog if the anthology has not been marked to show ownership).	5	6

*Reading Level

200

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Inquiry in Music and Performing Arts (Continued)

			Teach	Reinforce
Using VARIOUS GENRES OF LITERATURE AND REFERENCES IN THE ARTS	students will:	Continue to discover inter-relatedness among artistic disciplines.	4	5-6*
		Reinforce recognition of recurring themes expressed in creative performing arts.	4	5-6

*Reading Level

Inquiry in Science

			Teach	Reinforce
Using THE LIBRARY MEDIA CENTER ENVIRONMENT, RESOURCES PREPARED AT AN INTRODUCTORY LEVEL; e.g., Adventures in Discovery EBE. Now You Know About . . . First Reference Library "Molino" Library on Health and Life Tulla. Maquinas Ranger Rick Scienceland and APPROPRIATE CLASSROOM INSTRUCTION IN BASIC SCIENCE CONCEPTS; i.e., Living Things: Animals, Plants; Health and the Human Body; Energy: Magnets, Electricity, Light, Heat, Sound; Machines; Earth and Universe; Air, Water, and Weather; Conservation	students will:	Observe the care, habitat, and growth of baby animals or plants.	2	3-6 *
		Locate resources to find verification of discoveries made on field trips to observe plants or animals.	2	3-6
		Reinforce understanding of parts of the body.	2	3-6
		Extend understanding of how scientific phenomena affect daily life.	2	3-6
		Employ searching skills to locate materials on how to protect the environment.	3	4-6
		Distinguish fiction from non-fiction.	3	4-6
		Participate in the care of plants and animals in the media center setting.	3	4-6
		Find additional observations and experiments to undertake in small groups to follow up classwork.	4	5-6
Using such AUTHORITATIVE OVERVIEW REFERENCES as Asimov. More Words of Science Asimov. Words of Science; and the History Behind Them. Asimov's Biographical Encyclopedia of Science and Technology Book of Popular Science Clement. Hammond Nature Atlas of America Compton's Illustrated Science Dictionary Discovering Natural Science Encyclopedia of Natural Science	students will:	Discover brief identifying information about famous scientists.	3	4-6
		Read to gain overview or general background.	3	4-6
		Look up terms to strengthen the use of vocabulary appropriate to the discipline.	4	5-6
		Reinforce classification principles.	4	5-6
		Confirm geographical location of wildlife, plants, rocks, and minerals.	4	5-6
		Verify information found in other sources through checking authoritative sources.	5	6

*Reading Level

Inquiry in Science (Continued)

AUTHORITATIVE OVERVIEW continued:

			Teach	Reinforce
Funk and Wagnall's Illustrated Library of Nature Gallant. ABC's Of Astronomy Goldstein, Tools of the Scientist Hammond. Earth and Science Harper. Encyclopedia of Science How to Read Science (Filmstrip) Illustrated Encyclopedia of the Animal Kingdom International Wildlife Encyclopedia Jarman. Atlas of Animal Migration Jordan. Animal Atlas of the World Klots. Living Insects of the World Rand McNally Atlas of World Wildlife Van Nostrand's Scientific Encyclopedia Young People's Science Encyclopedia		Follow the historical trends in scientific thought and development.	5	6*
Using FIELD GUIDES such as Cochran. Living Amphibians of the World Conoce Las Aves Conoce Las Mamiferos Golden Nature Guide Series Peterson Field Guide Series	students will:	Recognize commonly known species with increasing accuracy.	2	3-6
		Develop increased knowledge of identifying characteristics of scientific phenomena.	4	5-6
		Reinforce skills in classification and description in order to ascertain identifying characteristics.	4	5-6
		Extend identification skills for specimens collected or photographed on field trips.	3	4-6
Using A Closer Look At . . .(series) Audubon Nature Encyclopedia Bronowski. Doubleday Pictorial Library of Technology Chinery. Concise Color Encyclopedia of Nature	students will:	Extent concept of interdependence among species in the plant and animal kingdoms.	3	4-6
		Conceptualize harsh lessons of survival to be observed in the natural world.	3	4-6

*Reading Le[illegible]

			Teach	Reinforce
Comstock. *Handbook of Nature Study* EMC. *Four (Not So) Awful Creatures* (with tapes) Klinge. *Discovering Natural Science* Ludewijk. *The Way Things Work* (Young People's Ed.) Soulard. *New Illustrated Library Of Science and Invention* and such HOW-TO MANUALS as Cobb. *Science Experiments You Can Eat* Davis. *Learning Science Through Cooking* Gaf. *Safe and Simple Electrical Experiments*		Find an interrelatedness between natural science and practical day-to-day life.	3	4-6*
		Read to detect application of scientific principles.	4	5-6
Using MYTHOLOGY, SCIENCE FICTION, STORIES, POEMS, AND ART WORKS ABOUT NATURAL SCIENCE	students will:	Clarify perceptions of fiction and nonfiction.	3	4-6
		Find evidence of interrelatedness between scientific and creative disciplines.	4	5-6

*Reading Level

Inquiry in the Visual Arts

			Teach	Reinforce
Using ILLUSTRATED BOOKS AND FILMSTRIPS BASED ON ILLUSTRATED BOOKS	students will:	Recognize several books by the same illustrator.	2	3-6 *
		Recognize different types of illustration - black/white, color, sepia.	3	4-6
		Recognize different techniques of illustration - water color, pen and ink, wash, collage, crayon, photographs.	4	5-6
		Recognize the importance of merging the written word and the illustration to produce a unified book.	3	4-6
Using Shorewood Art Reference Guide	students will:	Locate brief information on the art and artists representing major schools of art.	5	6
		Use the timeline presented to see changes in the way artists have depicted the human figure through the ages.	5	6
Using Hiller. Caves to Cathedrals Janson. History of Art for Young People McGraw Discovering Art (8 vols.) Pantheon Story of Art for Young People Rainbow Book of Art Young People's History of Art	students will:	Locate information on works viewed in museums.	3	4-6
		Extend skills of relating written description to graphic presentation of art work.	3	4-6
		Discover similarities and differences among the arts.	3	4-6
		Read to learn about history through art.	4	5-6
		Read and view to learn about cultural heritage through art.	4	5-6
		Meet a wide range of views about aesthetic qualities.	4	5-6
		Make association between artists and schools of art for works in everyday environment.	4	5-6
		Verify information on an artist's style or work.	4	5-6

*Reading Lev

Inquiry in the Visual Arts (Continued)

			Teach	Reinforce
Using RESOURCES ABOUT THE PROCESS OF VARIOUS ART TECHNIQUES FOLLOWING INSTRUCTION AND THE COMMUNITY RESOURCE FILE	students will:	Extend experiments with varied media.	3	4-6*
		Discover local museums, shops, and artists with mutual interests in the visual art forms.	6	6
Using ART BOOKS, REPRODUCTIONS OF PAINTINGS, ARCHITECTURE, SCULPTURE; e.g., El Arte de la Imagineria Popular en Puerto Rico and Gaylord, Shorewood, and Alvacasts materials.	students will:	Recognize the use of color to evoke moods (storm) and feelings (happiness).	2	3-6
		Recognize shapes in art such as triangle, circle, square, rectangle, oval.	2	3-6
		Recognize shapes to associate with certain objects such as tallness-tree, circle for balloons, tires, etc.	2	3-6
		Extend conceptualization of folk art.	3	4-6
		Utilize pictures, paintings, etc. to enrich personal surroundings.	3	4-6
		Find more information on works of art discussed in student newspapers; e.g., Art and Man.	4	5-6
Using MODELS	students will:	Relate these to actual works to recognize, analyze, and experience aesthetic qualities in the environment.	3	4-6
		Examine a model for basic structure.	3	4-6
		Relate written description of item to the model presented.	3	4-6
		Examine a model for detail.	4	5-6
		Construct a model following directions at appropriate level.	4	5-6

*Reading Level

Reporting

Frequently students are expected to present oral reports, to prepare reports in a written form, or to participate in a variety of reporting activities. These are done to synthesize a learning experience, extend it to other learning, and/or share with other students. The skills sequenced below are based upon developmental reading skills, much practice in the skills of gathering and using resources for inquiry noted previously, as well as upon some proficiency in the library media skills of location and use.

			Teach	Reinforce
Using VISUAL MATERIALS FROM AN APPROPRIATE SOURCE	students will:	Choose a title for a picture, graph, map, or chart.	1	2-6 *
		Categorize pictures according to simple headings.	1	2-6
		Sequence pictures in proper order to accompany familiar story.	1	2-6
		Extract clues to meaning by employing skills of: Enumeration - name the objects Description - what is happening Interpretation - what is going to happen Inference - why	1	2-6
		Retell a familiar story with pictures or silent filmstrip.	2	3-6
		Interpret pictures by "telling the story" portrayed.	2	3-6
		Find specific information.	2	3-6

*Reading Level

Reporting (Continued)

			Teach	Reinforce
Using INSTRUCTIONAL MATERIALS AND SCHOOL LIBRARY RESOURCES AS APPROPRIATE	students will:	Explore varied techniques and materials for expressing ideas and facts.	1	2-6*
		Construct a picture or series of pictures to illustrate a story or topic.	1	2-6
		Respond orally to appropriate questions after an oral or audiovisual presentation.	1	2-6
		Give a brief report on a book giving the author, title, and reasons the reader liked or disliked it.	2	3-6
		Respond in writing following an oral or audiovisual presentation.	2	3-6
Using KNOWLEDGE OF STRUCTURE AND ORGANIZATION OF A TOPIC AS GAINED THROUGH READING	students will:	Develop a topic outline and seek information on each major topic.	3	4-6
		Take notes from information sources.	3	4-6
		Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas.	4	5-6
		Recognize information likely to be relevant as differentiated from information likely to be irrelevant.	4	5-6
		Develop a sentence outline.	4	5-6
		Summarize a brief article from a reference source in one paragraph.	4	5-6
		Investigate an author's background, competence, and purpose.	4	5-6

*Reading Level

Reporting (Continued)

			Teach	Reinforce
Using READING AND WRITING SKILLS, RELEVANT SCHOOL LIBRARY MEDIA, APPROPRIATE PRODUCTION MATERIALS, AND EQUIPMENT	students will:	Participate in group presentations of reports using a variety of techniques; e.g., oral, art, drama, dance, music, preparation of audiovisual materials, or other instructional aids.	1	2-6*
		Acknowledge the sources used in gathering information for a project or report.	2	3-6
		Combine data from at least two information sources into a one-page report.	3	4-6
		Condense information on a topic from the following sources and include the main facts in the condensation: Reference book Other nonfiction book Magazine Pamphlet Sound filmstrip Silent filmstrip Transparency Study print Tape or disc recording 8 mm film	4	5-6
		Make a simplified bibliography in alphabetical order and acceptable form showing author, title, and medium, working from the materials.	4	5-6
		Write a two-page report combining data from at least three sources.	4	5-6

*Reading Level

Reporting (Continued)

			Teach	Reinforce
		Generalize from data, applying previously learned concepts and generalizations to the data or situation.	5	6*
		Check reasoning against basic principles of logic and look for inconsistencies, limitations of data, and irrelevancies.	5	6
		Create a broad statement which encompasses findings.	5	6
		Revise generalizations in the light of new data.	5	6
		Write in an expository way by using different forms of written exposition: investigative/informative, interpretive, argumentative.	5	6
		Speak in an effective way by spending sufficient time in planning and preparing.	5	6
		Learn and develop the skills of being a discussion leader or participant.	5	6
Referring TO AN ACCEPTABLE LANGUAGE ARTS OR LIBRARY SKILLS REFERENCE SOURCE	students will:	Make a bibliography in complete form working from the card catalog and a periodical index.	5	6
		Make a bibliography in complete form working from the materials.	6	6

*Reading Level

Reporting (Continued)

			Teach	Reinforce
Using PREVIOUSLY DEVELOPED SKILLS AND WITH PROGRESSIVELY LESS MONITORING BY INSTRUCTIONAL STAFF	students will:	Prepare and present a report individually using a variety of techniques; e.g., oral, art, drama, dance, music, preparation of audio-visual materials, or other instructional aids.	4	5-6*
		Write a report of three to ten pages combining data from at least three sources other than encyclopedias. (Encyclopedias may be used for background or additional information.)	6	6
		. Use the index of a reference to locate the information it contains.	4	5-6
		. Extract relevant information and take notes on cards.	4	5-6
		. Make sentence outline.	4	5-6
		. Compile working bibliography.	5	6
		. Locate appropriate subject references on a given topic.	5	6

*Reading Level

III. LITERARY UNDERSTANDING AND APPRECIATION

In order to establish a valid partnership between literature and the teaching of language arts, a program of instruction in the various literary genres is recommended. The program is based on specific behavioral objectives to be introduced to students of varying language arts abilities.

By working through a structured literature program, with clearly stated goals and objectives, it is possible to minimize superficialities in the teaching of literature, and to guarantee students a balanced program. A listing of such goals is found in Appendix B.

The various genres of literature which may be used in developing students' understanding of and appreciation for literature are presented in the following outline.

Folk Tales
EPICS
EASY TO READ
PLAYS
mother GOOSE

A. Picture books
B. Easy-to-read books
C. Nonfiction sources
  1. Traditional literature
    a. Mother Goose rhymes
    b. Folk tales
    c. Fables
    d. Tall tales
    e. Myths
    f. Epics
  2. Plays
  3. Poetry
  4. Sources relating to history of books, printing, and libraries.
D. Fiction (including short stories)
  1. Contemporary realistic fiction
  2. Fairy tales
  3. Fantasy
  4. Historical fiction
  5. Mystery and suspense
  6. Science fiction

Using PICTURE BOOKS

students will:

	Teach	Reinforce
Find illustrations to match the episode described in teacher's oral reading.	K	1-6 *
Listen for an increased period of time.	1	2-6
Follow the pictures that accompany a story.	1	2-6
Grasp main idea of story.	1	2-6
Follow the pictures and construct a story if the book is wordless.	1	2-6
Expect aesthetic and intellectual pleasure in books.	1	2-6
Enjoy broad comedy.	1	2-6
Identify the main character in the story.	1	2-6
Describe the main character in the story.	1	2-6
Associate text with illustrations on cassette without signal to turn page.	1	2-6
Give oral reaction to vicarious experience.	1	2-6
Follow the pictures and retell the story if there is print.	2	3-6
Recognize other books by the same illustrator.	2	3-6
Recognize the Caldecott Medal.	2	3-6
Explain the meaning of the Caldecott Medal.	2	3-6
Prepare a cassette tape story for younger children.	4	5-6

*Reading Levels

			Teach	Reinforce
Using EASY-TO-READ or READ-ALONE BOOKS	students will:	Find some sight vocabulary words at their level.	1	2-6*
		Reinforce basic vocabulary through materials with controlled vocabulary.	1	2-6
		Find materials to practice skills gained in a structured reading program.	1	2-6
		Gain confidence in an increasing ability to read.	2	3-6
		Gather new facts through reading alone.	2	3-6
Using MOTHER GOOSE RHYMES	students will:	Repeat or sing in unison simple nursery rhymes from Mother Goose.	K	1-6
		Clap out rhymes.	K	1-6
		Identify similar ending sounds in rhymes when read aloud by filling in rhyming word when it is omitted by teacher.	K	1-6
		Execute simple finger plays that accompany nursery rhymes.	1	2-6
		Distinguish difference in sounds.	1	2-6
		Become familiar with rhyming patterns.	1	2-6
		Repeat from memory rhymes that have become part of our culture.	1	2-6
		Sequence illustrations from nursery rhymes.	1	2-6
		Dramatize nursery rhymes.	1	2-6
		Distinguish difference in sounds.	1	2-6

*Reading Level

Using TRADITIONAL FOLK TALES students will:

	Teach	Reinforce
Listen and respond to simple cumulative tales.	1	2-6 *
Join in telling repetitive parts of tale.	1	2-6
Sequence illustrations or act out incidents.	1	2-6
Recall incidents in stories.	1	2-6
Illustrate, by drawings or clay models, concepts in story.	1	2-6
Plot the sequence of a simple cumulative tale.	1	2-6
Detect humorous elements in the tales.	1	2-6
Take turns as a storyteller, retelling parts of an entire story with increased detail.	1	2-6
Recreate familiar characters as stick or paper bag puppets, flannel board figures or pictures.	2	3-6
Draw conclusions from given facts.	2	3-6
Listen to variants of the same tale and choose a favorite version.	2	3-6
Increase vocabulary to include ethnic idioms.	3	4-6
Enrich concepts gained in social studies through the beliefs and customs found in these tales from around the world.	3	4-6
Compare (with attention to detail) differences in illustrations of the same tale.	4	5-6

*Reading Le

Using Traditional Folk Tales (Continued)

			Teach	Reinforce
		Meet a familiar folk-tale theme and recognize it in another art form; e.g., Sleeping Beauty, Cinderella, Hansel and Gretel.	4	5-6*
		Tape a story for younger children to hear.	4	5-6
		Compare versions of the same tale from various countries or continents.	4	5-6
		Locate different versions of a folk tale listed in Eastman's Index to Fairy Tales, Myths and Legends and Eastman's Index to Fairy Tales, 1949-1972: Including Folklore, Legends, and Myths in Collections.	5	6
Using FABLES	students will:	Retell the story behind the moral in a fable.	4	5-6
		Recognize the characteristics of the form.	5	6
		Identify modern examples of fables.	5	6
		Recognize literary allusions from fables of Aesop and LaFontaine.	6	6
Using TALL TALES	students will:	Participate in creative activities related to tall tales heard and/or read.	4	5-6
		Enjoy incongruous situations and surprise endings.	4	5-6
		Distinguish tall tales from fairy tales.	4	5-6
		Identify popular American tall tale characters.	4	5-6
		Relate folk songs about America's folk heroes to tall tales.	5	6

*Reading Level

Using Tall Tales Continued

			Teach	Reinforce
		Characterize the central hero in an American tall tale.	5	6*
		Distinguish between fact and fiction by identifying elements in tall tales that have a factual basis.	5	6
		Relate tall tale heroes to the geographic region of origin.	5	6
		Write or tape a collaborative or individual tall tale.	5	6
		Compare tall tales with legendary hero tales of other cultures.	6	6
Using MYTHS	students will:	Meet mythological figures and expressions that are part of our contemporary language and literature.	6	6
		See universal traits of mankind.	6	6
		Observe early man's explanations for scientific phenomena.	6	6
		Compare myths from other cultures.	6	6
		Hear poetic and descriptive language.	6	6
		Recognize that the myths are concerned with deities and demi-gods.	6	6
		Recognize that the myth may have a moral.	6	6
Using EPICS/LEGENDARY HERO TALES	students will:	Gain an understanding of the culture of the hero.	6	6
		Recognize that epics were originally orally transmitted.	6	6

*Reading Le

Using Epics/Legendary Hero Tales Continued

			Teach	Reinforce
		Be familiar with literary character models that have had timeless appeal for children across generations and continents.	6	6*
		Recognize characteristics of legends.	6	6
		Differentiate between hero tales and legends.	6	6
		Identify by title examples of hero tales.	6	6
Using PLAYS	students will:	Take turns reading from a script.	3	4-6
		Tape version of a familiar story as a play.	3	4-6
		Participate in writing a play.	3	4-6
		Imitate good oral language usage.	4	5-6
		Find a play for an occasion or related to a theme using The Subject Index to Children's Magazines.	4	5-6
Using POETRY	students will:	Clap out rhymes.	1	2-6
		Pantomime a favorite character.	1	2-6
		Request some familiar poems.	1	2-6
		Match some rhymes to familiar activities	1	2-6
		Repeat short rhymes in unison.	1	2-6
		Strengthen imagination through hearing descriptive language.	1	2-6
		Enjoy the wit and humor of limericks and nonsense verse.	1	2-6

*Reading Level

Using Poetry Continued

			Teach	Reinforce
		Repeat familiar rhyme from memory.	2	3-6*
		Attempt to create simple verses.	2	3-6
		Recognize some subtle humor.	2	3-6
		Enjoy the imagery of poetry.	2	3-6
		Illustrate the setting or idea for a poem.	2	3-6
		Widen knowledge of rhymes and nonsense verses.	2	3-6
		Participate in choral reading before an audience.	2	3-6
		Increase appreciation and enjoyment of poetry.	3	4-6
		Demonstrate increased ability to recognize and interpret idioms, similes, metaphors and/or figurative expressions as elements of style.	5	6
		Locate a musical recording that would be appropriate to the mood of a poem.	6	6
		Recognize the literary forms of limerick, fable, nonsense, epic, haiku, blank verse, etc.	6	6
		Find the full title for the first line of a poem when consulting Brewton's Index to Children's Poetry and supplements or Sell's Subject Index to Poetry for Children and Young People.	6	6
[illegible]ing LIBRARY RESOURCES	students will:	Discover facts about the history of books, printing, and libraries.	6	6

*Reading Lev[illegible]

			Teach	Reinforce
Using CONTEMPORARY REALISTIC FICTION	students will:	Find simple main ideas in stories.	1	2-6 *
		Recall important details.	1	2-6
		Locate main ideas in response to questions.	2	3-6
		Recognize humorous elements in stories.	2	3-6
		Give evidence of recognizing structure by predicting plausible outcomes.	4	5-6
		Recall situations met in previous stories.	3	4-6
		Sustain recall and interest in thread of a story in order to hear and read longer stories with chapters.	3	4-6
Using FAIRY TALES	students will:	Recognize that many fairy tales have been collected; others have been written as original works.	4	5-6
		Identify components of fairy tales.	5	6
		Recognize famous authors of fairy tales.	5	6
		Identify universal elements and literary devices in fairy tales.	5	6
		Discuss the origin of fairy tales.	5	6
Using FANTASY	students will:	Develop greater imagination.	3	4-6
		Hear models of standard spoken English.	3	4-6
		Explore universal truths.	4	5-6
		Discover the realism that undergirds fantasy.	4	5-6
		Become aware of some universal literary symbols.	5	6

*Reading Level

			Teach	Reinforce
Using HISTORICAL FICTION	students will:	Be motivated to read for pleasure.	3	4-6*
		Become familiar with life styles in other times and other places.	4	5-6
		Determine the importance of the setting to a given story.	4	5-6
Using MYSTERY AND SUSPENSE	students will:	Increase ability to comprehend cause and effect relationships.	2	3-6
		Tape or write plausible alternate endings to stories.	2	3-6
		Draw inferences from clues.	2	3-6
		Demonstrate the ability to recognize cause and effect by matching groups of causes and effects, by identifying the cause of a given effect, or the effect of a given cause.	3	4-6
		Participate vicariously as a sleuth in solving mysteries.	3	4-6
Using SCIENCE FICTION	students will:	Read for pleasure.	3	4-6
		Develop imagination.	3	4-6
		Conceptualize flash-back and time travel.	3	4-6
		Find materials that appeal to an interest in the supernatural, the fantastic, or the impossible.	4	5-6
Using an INTERPRETIVE READING PROGRAM such as Junior Great Books	students will:	Participate in group discussions of literature based on their own opinions of agreed upon selections.	2	3-6

*Reading Level

IV. READING GUIDANCE

By being exposed to a continuous reading guidance program in the elementary school, students will be able:

To select books and materials for classroom and personal use
To share reading experiences
To develop personal interests and to form lifetime reading habits
To discriminate in choice of reading matter
To meet individual differences in reading interests
To understand certain personality problems through reading and conferences
  with teachers and guidance personnel
To keep simple reading records.

Reading guidance, perhaps the most individualized area of the academic framework, is often informal and spontaneous. It is, nevertheless, important to view it as an integral part of the total framework so that students have reinforced continually the concept that there are library materials about people like themselves and situations familiar to them. The program encompasses the directed browsing, publicity, story-telling, book talks, bibliography-making, "floorwork," creative and oral book sharing aspects of the library program with appropriate follow-up on the part of the teacher and library media specialist.

The reading guidance program may be structured by a number of different categories. Those chosen for this publication are grouped as:

Family situations
Personal growth and change
Use of leisure time.

			Teach	Reinforce
Using library resources that emphasize FAMILY SITUATIONS	students will:	Identify family members orally.	1	2-6*
		Understand that everyone was once a baby.	1	2-6
		Recognize change in appearance from infant to child to adult.	1	2-6
		Grow in understanding of other people and their feelings.	1	2-6
		Use broad vocabulary to express feelings as they identify with characters.	2	3-6
		Dramatize incidents from stories with some empathy for the character.	2	3-6
		Recognize vicarious experiences such as parent-child relationships, arrival of siblings, foster children, adoption, separation, divorce, moving, sibling rivalry, etc.	2	3-6
		Find reality in books that deal with familiar experiences.	3	4-6
		Survey learning resources and activities available in home and community environment.	3	4-6
Using library resources that emphasize PERSONAL GROWTH AND CHANGE	students will:	Adapt to change in physical growth.	1	2-6
		Adapt to seasonal change.	1	2-6
		Grow in self-acceptance realizing that although each person is unique, experiences are part of growth.	1	2-6
		Contribute to discussions of new experiences.	1	2-6

*Reading Level

	Teach	Reinforce
Reflect on past experiences to discover growth is a process.	1	2-6*
Recognize behavior that is appropriate for situations and meets with approval.	1	2-6
Recognize universal characteristics in a variety of life styles.	2	4-6
Find and identify with heroes/heroines.	2	4-6
Develop group and individual behavior necessary for a valuable and meaningful exchange of ideas - whether the exchange be with an adult or another child.	2	3-6
Identify simple character traits.	2	3-6
Determine the probable causes for the behavior of a book character.	2	3-6
Use broad vocabulary to express feelings as they identify with characters.	2	3-6
Discuss feelings encountered in new situations.	2	3-6
Discover that names have meanings.	3	4-6
Accept the role of leader or follower, as the situation requires.	2	3-6
Observe that changes in themselves and environment are normal in human experiences.	2	3-6
Assume the role of someone other than the main character in recounting the incidents in a story.	2	3-6

*Reading Level

	Teach	Reinforce
Identify personal skills and strengths possessed with manner in which they can be used.	3	4-6*
Role-play a situation that would be plausible in a story.	3	4-6
Express awareness of authorship, book illustration, librarianship, and media production as career choices.	3	4-6
Complete a personal inventory to illustrate interests, strengths, goals, concerns.	3	4-6
Realize that reading is an important way to get information needed to make a decision or reach a conclusion on controversial issues.	3	4-6
Gather information to determine appropriate behavior in a new situation.	3	4-6
Increase awareness that adults accept and respect children's emotions.	3	4-6
Examine value systems of others.	3	4-6
Examine new viewpoints in social problems.	3	4-6
Keep a record of their non-assigned reading with reactions to specific titles and authors and follow-up suggestions for subsequent titles.	3	4-6
Label a blank diagram of the library media center with titles or types of material that have personal appeal.	3	4-6
Set up hypothesis and/or alternative course of action.	3	4-6

*Reading Le

Personal Growth and Change Continued

			Teach	Reinforce
		Find information on a given career.	4	5-6*
		Express, on an elementary level, the advantages and disadvantages of a given career.	5	6
		Distinguish among factual, fictional, and biographical accounts of a career.	5	6
		Use problem-solving techniques in meeting personal problems.	6	6
Using library resources that emphasize USE OF LEISURE TIME	students will:	Ask to have objects identified.	1	2-6
		Name common animals.	1	3-6
		Grasp the meaning of the responsibility of caring for pets.	1	3-6
		Discuss family pets.	1	3-6
		Recognize the importance of respecting nature.	1	3-6
		Ask for resources related to hobby.	2	3-6
		Categorize objects collected.	2	3-6
		Ask for resources related to pets.	2	4-6
		Examine books and magazines to identify people and/or equipment associated with a hobby or interest.	2	3-6
		Look for ways to find enjoyment and stimulation in a creative and constructive use of leisure time.	2	3-6

*Reading Level

Use of Leisure Time Continued

	Teach	Reinforce
Locate the nonfiction section in the library media center that contains the materials relevant to crafts and hobbies of interest.	2	3-6*
Share a hobby with a large group through oral/visual presentation.	2	3-6
Find magazines that have features on a hobby or are devoted entirely to a hobby.	2	3-6
Develop knowledge of a variety of games and sports and the rules of each.	2	3-6
Locate materials on a pet.	2	4-6
Increase awareness of harsh lessons of survival in nature.	2	4-6
Read and follow step-by-step directions in a hobby or craft book at appropriate level of ability.	3	4-6
Find people in the school community or larger community who share a hobby.	3	4-6
Ascertain that hobbies for some people are occupations for others.	3	4-6
Find literature, including periodicals, about sports of choice, including sports heroes.	4	5-6

*Reading Le

VOCABULARY

Here, as in all areas, pupils begin mastery by modelling. Specific vocabulary should be used by the library media specialists and staff and should appear on labels even if accompanied by symbols and bilingual sub-titles.

The students will recognize and understand orally and in written form the following terms at the appropriate level:

- alphabet
- alphabetical order
- analytics
- animated
- animation
- annotation
- anthology
- appendix
- arrangement
- atlas
- author
- autobiography
- bibliography
- biographee
- biography
- book cards
- book jacket
- book pocket
- book report
- book truck
- bookmark
- Caldecott
- call number
- caption
- card catalog
- carrel
- cassette
- cassette tape
- chart
- cinquain
- circulating
- classic
- classification
- clippings
- collective biography
- compiler
- copyright
- copyright date
- cross reference
- cumulative
- damage
- date due
- dedication
- definition
- Dewey Decimal System
- dictionary
- directory
- dog-eared
- dry carrel
- dry mount
- ear phones
- easy books
- elevations
- elves
- encyclopedia
- ephemeral
- facts
- fairy tales
- fiction
- film
- film projector
- filmstrip
- filmstrip projector
- filmstrip viewer

Vocabulary (Continued)

folk heroes
folk tales
folklore
free verse
games
gazeteer
globe
glossary
guide words
guides
handbook
headsets
hero
illustration
illustrator
illustrators
index
interview
introduction
joint authors
joke
kit
label
laminate
legend
librarian
library
limerick
listening station
listening stations
magazine
magic
map
medal
media
monthly
Newbery
newspaper
nonfiction
notes
numerical
numerical order
overdue
overhead
overhead projector
pen name
periodical
periodicals
phonograph
photograph
picture books
place of publication
plays
poetry
preceded
preface
professional
projections
pseudonym
public library
publication date
publisher
puppets
puzzle
record
record player
recording
reference
renewal
reserve
resources
responsibility
riddle
see
see also
sharing
shelf label
shelving
short story
sign out

Vocabulary (Continued)

sound filmstrip
sources
spine
subject
table of contents
tall stories
tall tales
tape recorder
television
television monitor
title
title page
transparency
unabridged
vertical file
video cassette
video tape
video tape recorder
weekly
wet carrel

APPENDIX B

Schools Participating in the Field-Test

Albany City Schools

Arbor Hill Elementary School
Arbor Drive
Albany, New York 12210

Philip Schuyler Elementary School
Washington Avenue
Albany, New York 12203

Amsterdam City Schools

William B. Tecler School
Northern Boulevard
Amsterdam, New York 12010

Baldwinsville Central School District

Elizabeth Street Elementary School
Elizabeth Street
Baldwinsville, New York 13027

Reynolds Elementary School
Idlewood Boulevard
Baldwinsville, New York 13027

Bedford Central School District

Mount Kisco Elementary School
47 West Hyatt Avenue
Mount Kisco, New York 10549

Bethlehem Central School District

Elsmere Elementary School
247 Delaware Avenue
Delmar, New York 12054

Brighton Central School District

Twelve Corners Elementary School
2035 Monroe Avenue
Rochester, New York 14618

Brockport Central School District

Brockport Middle School
Allen Street
Brockport, New York 14420

Burnt Hills-Ballston Lake Central School District

Stevens Elementary School
Lakehill Road
Ballston Lake, New York 12019

Cazenovia Central School District

Cazenovia Middle School
Green Street
Cazenovia, New York 13035

Chappaqua Central School District

Westorchard School
Granite Road
Chappaqua, New York 10514

Clarence Central School District

Harris Hill Elementary School
4260 Harris Hill Road
Clarence, New York 14031

Clyde-Savannah Central School District

Clyde Elementary School
E. DeZeng Street
Clyde, New York 14433

Colton-Pierrepont Central School District

Colton-Pierrepont Central School
Colton, New York 13625

Connetquot Central School District of Islip

Sycamore Avenue School
Sycamore Avenue
Bohemia, New York 11717

Cornwall Central School District

Cornwall Elementary School
Lee Road
Cornwall, New York 12528

Cornwall-on-Hudson Elementary School
234 Hudson Street
Cornwall-on-Hudson, New York 12520

Dansville Central School District

Dansville Primary School
Main Street
North Dansville, New York 14437

East Irondequoit Central School District

Pardee Elementary School
220 Helendale
Rochester, New York 14609

East Rochester Union Free School District

East Rochester Primary School
108 East Avenue
East Rochester, New York 14445

East Syracuse-Minoa Central School District

Woodland Elementary School
Fremont Road
East Syracuse, New York 13057

Fairport Central School District

Brooks Hill School
181 Hulburt Road
Fairport, New York 14450

Jefferson Avenue School
303 Jefferson Avenue
Fairport, New York 14450

Gananda Central School District

Neighborhood Center Number 1
1500 Dayspring Ridge
Walworth, New York 14568

Gates-Chili Central School District

Paul Road Elementary School
571 Paul Road
Rochester, New York 14624

Warren Harding Elementary School
332 Spencerport Road
Rochester, New York 14606

Germantown Central School District

Germantown Elementary School
Box 35 R.D.#1
Germantown, New York 12526

Gloversville City Schools

Boulevard Elementary School
East Boulevard
Gloversville, New York 12087

Greece Central School District

Craig Hill School
320 W. Craig Hill Drive
Rochester, New York 14626

Holmes Road Elementary
300 Holmes Road
Rochester, New York 14626

Longridge Elementary School
190 Longridge Avenue
Rochester, New York 14616

Greenburgh Central School District

Highview Elementary School
200 North Central Avenue
Hartsdale, New York 10539

Old Tarrytown Road School
420 Old Tarrytown Road
White Plains, New York 10603

Harborfields Central School District

Thomas J. Lahey Elementary School
625 Pulaski Road
Greenlawn, New York 11740

Hyde Park Central School District

Hyde Park Elementary School
South Albany Post Road
Hyde Park, New York 12538

Netherwood Elementary School
Netherwood Road
Hyde Park, New York 12538

North Park Elementary School
Route 9-G
Hyde Park, New York 12538

Hyde Park Central School District (cont'd)

Ralph R. Smith Elementary School
Smith Court
Hyde Park, New York 12538

Katonah-Lewisboro Union Free School District

Meadow Pond Elementary School District
R.D. #2 Box 90
South Salem, New York 10590

Kinderhook Central School District

Ichabod Crane Middle School
Route 9
Valatie, New York 12184

Lewiston-Porter Central School District

South Elementary School
4061 Creek Road
Youngstown, New York 14174

Marlboro Central School District

Malboro Elementary School
Route 9W
Marlboro, New York 12542

Middle Country Central School District

Stagecoach School
Dare Road
Selden, New York 11784

Millbrook Central School District

Alden Place Elementary School
Millbrook, New York 12545

Mineola Union Free School

Cross Street School
Cross Street
Williston Park, New York 11596

New Hartford Central School District

Elliott R. Hughes Elementary
Higby Road
New Hartford, New York 13413

New York City Schools

Community School District #5
I.S. 136 Harriet Beecher Stowe
6 Edgecombe Avenue
New York, New York 10030

PS 36 Margaret Douglas School
123 Morningside Drive
New York, New York 10027

Ralph Bunche School #125
425 W. 123 Street
New York, New York 10027

Community School District #11
PS 121 The Throop School
2750 Throop Avenue
Bronx, New York 10469

Community School District #14
PS 157 Franklin School
850 Kent Avenue
Brooklyn, New York 11205

Community School District #16
PS 262 John H. McCooey School
500 Macon Street
Brooklyn, New York 11233

New York City Schools (con't)

PS 309 George E. Wibecan School
794 Monroe Street
Brooklyn, New York 11221

Community School District #23
PS 150 The Christopher School
364 Sackman Street
Brooklyn, New York 11212

Community School District #25
PS 22 Thomas Jefferson School
153-33 Sanford Avenue
Flushing, New York 11358

PS 193 Alfred J. Kennedy School
152-20 11 Avenue
Whitestone, New York 11357

Newfane Central School District

Newfane Elementary School
Transit & McKee Roads
Newfane, New York 14108

Newfield Central School District

Newfield Elementary School
247 N. Main Street
Newfield, New York 14867

Niskayuna Central School District

Hillside Elementary School
Cornelius Avenue
Schenectady, New York 12309

North Bellmore Union Free School District

Saw Mill Road School
Saw Mill & Pea Pond Roads
North Bellmore, New York 11710

North Colonie Central School

Forts Ferry Elementary School
Forts Ferry Road
Latham, New York 12110

Penfield Central School District

St. Joseph School
39 Gebhardt Road
Penfield, New York 14526

Indian Landing School
702 Landing Road North
Rochester, New York 14625

Phoenix Central School District

Cherry Street Elementary School
822 Cherry Street
Phoenix, New York 13135

Elm Street Elementary School
700 Elm Street
Phoenix, New York 13135

Emerson J. Dillon Middle School
400 Volney Street
Phoenix, New York 13135

Pittsford Central School District

Jefferson Road Elementary School
School Lane
Pittsford, New York 14534

Pittsford Central School District (cont'd)

Park Road Elementary School
Park Road
Pittsford, New York 14534

Rensselaer City Schools

Van Rensselaer Elementary School
Washington Avenue
Rensselaer, New York 12144

Rochester City Schools

Charles Carroll School #46
250 Newcastle Road
Rochester, New York 14610

George N. Forbes School #4
198 Bronson Avenue
Rochester, New York 14611

Rush-Henrietta Central School District

Ethel K. Fyle School
133 Vollmer Parkway
Rochester, New York 14623

Saranac Central School District

Saranac Elementary School
Saranac, New York 12981

Saranac Lake Central School District

Petrova Elementary School
Petrova Avenue
Saranac Lake, New York 12983

Saranac Lake Middle School
Petrova Avenue
Saranac Lake, New York 12983

Schenectady City Schools

Woodlawn School
Wells Avenue
Schenectady, New York 12304

Zoller Elementary School
Lancaster Street
Schenectady, New York 12308

Shenendehowa Central School District

Orenda Elementary School
R.D. #9 Box 51
Clifton Park, New York 12065

Sherburne-Earlville Central School District

Sherburne Primary School
Sherburne, New York 13460

Spencerport Central School District

Leo Barnabi School
69 Lyell Avenue
Spencerport, New York 14559

Syracuse City Schools

Bellevue School
530 Stolp Avenue
Syracuse, New York 13207

Danforth Magnet School
220 West Kennedy Street
Syracuse, New York 13205

Dr. Edwin E. Weeks Elementary
710 Hawley Avenue
Syracuse, New York 13203

Syracuse City Schools (con't)

Seymour Elementary School
108 Shounard Street
Syracuse, New York 13204

Tully Central School District

Tully Elementary School
State Street
Tully, New York 13159

Utica City Schools

Wetmore School
405 Wetmore Street
Utica, New York 13501

Valley Stream Hempstead 13 Union Free School District

Wheeler Avenue School
Valley Stream, New York 11580

Victor Central School District

Victor Intermediate School
High Street
Victor, New York 14564

Wayne Central School District

Freewill Elementary School
Ontario Center, New York 14520

Ontario Primary School
1784 Ridge Road West
Ontario Center, New York 14520

West Genesse Central School District
At Camillus

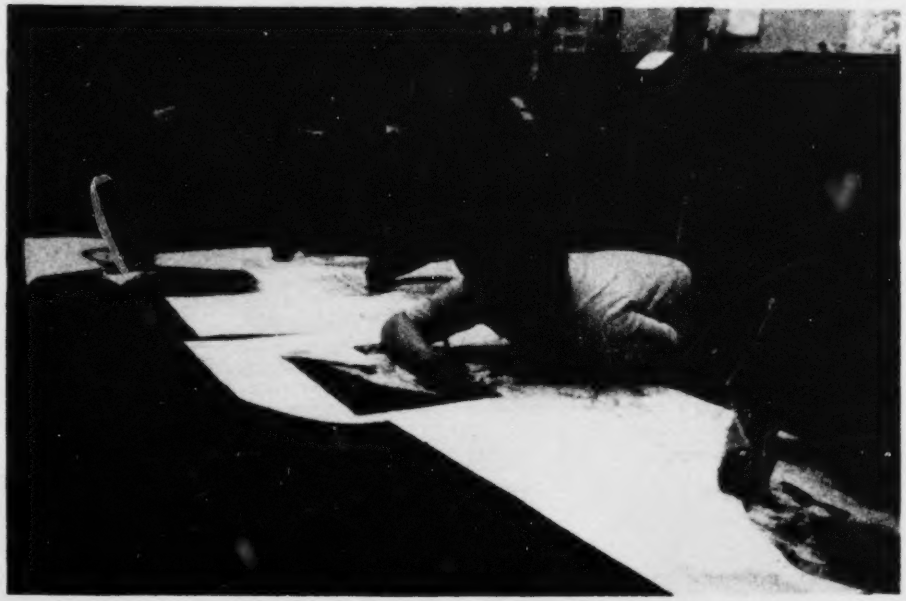
East Hill Elementary School
Blackmore Road
Camillus, New York 13031

William Floyd Union Free School District

William Floyd Elementary School
Lexington Road
Shirley, New York 11967

Wyandanch Union Free School District

Martin L. King School
Mount Avenue
Wyandanch, New York 11798



APPENDIX C

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